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ABSTRACT

Forty-seven elective secondary level social studies courses are described in this catalog. The underlying overall philosophy of the program is to recognize the basic worth of the individual and to help each student reach his potential. Four kinds of affective and cognitive objectives essential to continuing growth are emphasized: inquiry skills, attitudes, values, and knowledge. Each course is briefly described and specific objectives presented; a list of resource materials included consisting of optional books, films, filmstrips, and games; and a general outline with suggested approaches given. A broad scope offers courses in ancient through modern history, world history, American and local history, area studies, political science, philosophy, psychology, urban studies, sociology, geography, economics, environmental studies, contemporary problems, and independent studies. Electives are graded as to their level of difficulty. (SJM)

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survey · elective social studies program senior high schools

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SURVEY – ELECTIVE SOCIAL STUDIES PROGRAM

FOR

SENIOR HIGH SCHOOLS

Anchorage Borough School District
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Anchorage, Alaska 99503

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Publications – 1971

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PHILOSOPHY

We believe that the responsibility of the social studies elective program is to educate each student to his capacity. We affirm equality of opportunity in education for all individuals so that each may be educated to his potential by programs that take into account individual differences. The school in turn recognizes the reciprocal responsibility of the home, where manners, morals and loyalties are first taught, and of the church and other educational agencies within the community which aid in the development of values.

While it is recognized that the school bears the responsibility for the education of the student, it must also be recognized that the student bears a responsibility to participate actively in the learning process, to develop self-discipline, and to respect the rights and privileges of his fellow students. The phase-elective programs must continue to emphasize a reasonable standard of proficiency on the part of the student and foster in each student the desire to accept his responsibility as a citizen.

It is the responsibility of teachers and counselors, working together, to identify individual differences and adopt methods and programs to meet these individual needs. We also recognize the variety of philosophies and methods of approach used by the teachers to accomplish these goals. We feel that each teacher is responsible for setting tasks and standards for the content area in terms of meeting the needs and abilities of the student.

The relationships among students, teachers, and administrators should be characterized by open communication, constructive discussion and forth-right cooperation. The needs of the students are the primary concern of education.

The teacher must at all times recognize the basic worth of the individual and challenge, direct, and inspire him, strengthen his interests, help build worthwhile goals, surround him with educational opportunity, stimulate his creativity, and build within him a continuing desire to learn.

SOCIAL STUDIES OBJECTIVES

The following objectives represent a practical application of this philosophy. The Social Studies Program shall provide each student with the following opportunities:

1. To share educational experiences through required and elective courses.
2. To acquire skills, attitudes, values and knowledge essential to continuing growth.
3. To develop critical and analytical thinking; to learn to act effectively.
4. To develop intellectually, emotionally, and socially so that problems of everyday life can be successfully attacked and solved.
5. To develop intellectual curiosity and creativity.
6. To develop and cherish a commitment to his own national and spiritual heritage.
7. To develop an understanding of the principles of democracy and an awareness of the importance of democracy.
8. To gain a knowledge and appreciation for the cultures of other people.
9. To acquire the basic preparation for various vocations and professions in society.
10. To develop the attitude that the individual's own efforts are highly important in realizing his potentials.
11. To develop an attitude of involvement.

Student-Parent Information Sheet

I. SURVEY COURSES

7001 Western Civilization
Approach I - Inquiry
Approach II - Thematic

7002 U.S. History

7003 American Government

II. ELECTIVES

		Level of Difficulty
7101	Ancient Civilization	2-3-4
7102	Classical Civilization	2-3-4
7103	Comparative World Religions	2-3-4
7104	Latin American Studies	2-3-4
7105	Post War Europe	1-2-3-4
7106	Emerging Africa	2-3-4
7107	The Middle East	2-3-4
7108	Asian Studies	1-2-3-4
7109	Canadian Studies	1-2-3-4
7110	20th Century Russia	2-3-4
7111	Middle Ages	1-2-3-4
7201	Birth of Our Nation	2-3-4
7202	Westward Movement	1-2-3
7203	Indians of North America	1-2-3
7204	Civil War and Reconstruction	2-3-4
7205	The Changing Face of Industrial America	2-3-4
7206	Boom and Bust	1-2-3
7207	U.S. Military History	1-2-3
7208	U.S. Foreign Policy	2-3-4
7301	The Court, Civil Liberties and You	2-3-4
7302	Political Parties and Pressure Groups	2-3-4
7303	Comparative Government Systems	3-4-5
7305	The Question of Extremism	3-4-5
7306	International Relations	2-3-4
7307	Alaska State Government	1-2-3
7401	Economics	2-3-4
7402	Geography (to be written after NSF workshop)	1-2-3-4
7403	Psychology - Semester	2-3-4
7404	Psychology - Nine Weeks	3-4
7405	Sociology - Semester	2-3-4
7406	Sociology - Nine Weeks	3-4
7407	Problems of the Cities	2-3-4
7408	Adolescence and Modern Problems	1-2-3-4
7409	The Nature of Prejudice	2-3-4
7410	Alaskan Culture: Past and Present	1-2-3-4
7411	Architectual History	2-3-4
7412	Black History and Culture	2-3-4
7413	Archeology/Anthropology	3-4-5
7414	Criminology: The Teenager and the Law	1-2-3
7415	Occupational Guidance	1-2
7416	Philosophy	4-5
7417	Contemporary Problems	1-2-3-4
7418	Decision-Making in Modern Society (will be published separately)	1-2-3-4
7420	Environmental Studies	1-2-3-4-5
7421	Independent Study	4-5

WESTERN CIVILIZATION - ONE SEMESTER SURVEY: 7001

NOTE: Western civilization is concerned with the development of the west rather than of the world. Depending on the desires and preparation of individual teachers, two approaches are recommended for this course.

APPROACH I: INQUIRY

I. COURSE DESCRIPTION

This course is designed to help the student develop into an independent thinker and a responsible citizen. Western civilization provides the framework through which this aim is to be accomplished. Diversity and discovery are the keys to the teaching strategies.

II. OBJECTIVES

To accomplish the aims of this course, four kinds of objectives are emphasized:

A. **Inquiry Skills:** To become a good citizen the student must have inquiry skills with which he can separate truth from falsehood. These skills include:

1. The ability to recognize a problem.
2. The ability to formulate hypotheses.
3. The ability to recognize the logical implications of hypotheses.
4. The ability to gather data.
    a. To decide what data will be needed.
    b. To select or reject sources on the basis of relevance to the hypotheses.
5. The ability to analyze, evaluate, and interpret data by:
    a. Determining the frame of reference of the author of a source.
    b. Determining the accuracy of statements of fact.
6. The ability to evaluate a hypotheses in the light of data.
    a. To modify the hypotheses, if necessary.
        1) to reject logical implications unsupported by data.
        2) to restate the hypotheses.
    b. To state generalizations.

B. **Attitudes:** To become a good citizen, the student must participate actively in public life, listen to all sides of a debate and make decisions through reasoned investigation rather than through authority or prejudice. To accomplish this, this course requires students to join in class discussions and to analyze issues through a method of inquiry.

C. **Values:** To become a good citizen, the student must have a set of values consistent with a democratic creed. To accomplish this, controversial issues that challenge the student's values and encourage him to clarify his values and resolve value conflicts in the light of evidence are presented. Here the goal is clarification, not consensus.

D. **Knowledge:** Content should be selected on the basis that it:

1. Helps students learn a conceptual scheme from the social sciences - essential to a method of inquiry.
2. Fills the needs and interests of students.
3. Emphasizes problems of the past which illuminate problems of the present, i.e. the history of economic growth in eighteenth-century Britain casts light on the problems of today's undeveloped countries.
4. Helps students to read books intelligently, to view exhibits in museums with understanding, and to participate fully in the rich cultural life of a democracy.

III. MATERIALS

A. It is recommended that THE SHAPING OF WESTERN SOCIETY, ed. John M. Good, Holt, Rinehart & Winston, be the textbook.

B. A wide variety of materials should be used. Much of this material should be source material, i.e. original sources such as biographies, statistical tables, government documents. These can be interspersed with such things as short lectures, audio-visual presentations, class-handouts, and so forth.

IV. COURSE OUTLINE

A. Unit I: Introduction to the Study of History. (1 week)

Objectives:

1. To encourage each student to work out his own definition of history.
2. To know the major steps in the historian's method of inquiry.

Discussions:

1. What will a historian accept as a fact?
2. What determines how he categorizes facts into groups of related events?
3. How does he develop and validate hypotheses?
4. How does he overcome the problem of his frame of reference which grew out of his entire life experience?

Materials:

Books:

TEACHING THE NEW SOCIAL STUDIES in Secondary School, Edwin Fenton, Holt, Rinehart, and Winston, Inc.

THE RISE AND DEVELOPMENT OF WESTERN CIVILIZATION, Stepp, et. al., John Wiley & Sons.

A HISTORY OF CIVILIZATION, Brinton, Christopher, & Wolff, Prentice-Hall.

A PREFACE TO HISTORY, Carl G. Gustauson, McGraw- Hill.

DIGGING UP THE PAST, Sir Leonard Woolley, Penguin Books.

Pamphlets:

(Pub. by AHA Service Center for Teachers of History, 400 A Street, S.E., Washington, D.C.)

A STYLE OF HISTORY FOR BEGINNERS, Ward.

Records:

DIGGING THE WEANS, Theodore Bikel, in A-V kit for SHAPING OF WESTERN SOCIETY

B. Unit II: The Foundations of Western Society. (3 weeks)

Knowledge Objectives:

1. To know that western beliefs in the dignity of man, brotherly love, and the rule of law originated in the ancient cultures of the Greeks, Hebrews, Christians, and Romans.
2. To know that the Greek belief in the dignity of man derived from the conviction that man was capable of many achievements and that he should be permitted to develop his potentials as fully as possible.
3. To know that the Hebrew and Christian moral codes emphasized brotherly love.
4. To know that the Roman concept of the rule of law emphasized equality before the law, protection from arbitrary persecution by the state, and the presumption of innocence until guilt is proved.
5. To know how medieval European political, economic, and social systems were organized, how they functioned, and how they differed from modern, more complex systems.

Inquiry Objectives:

1. Given hypotheses regarding the beliefs of the ancient Greeks, Hebrews, Christians, and Romans, to be able to state logical implications of these hypotheses and support them with data.
2. Given concepts drawn from political science, economics, and sociology, to be able to state analytical questions that are based on each concept.
3. Given analytical questions drawn from social science concepts and data about the Middle Ages, to be able to state hypotheses about the nature of medieval political, economic, and social systems.

Attitude and Value Objectives:

1. To be willing to regard hypotheses based on data in this section as tentative.
2. To be willing to accept a generalization only after evidence supports it.
3. To be able to characterize specific practices, institutions, and ideas in terms of a general value.
4. To be able to make assumptions about the nature of man and society which lie behind the values of western man.
5. To clarify value positions about the nature of the good man and the good life.

Discussions:

1. The humanism of the Greeks.
2. The emphasis of brotherhood and morality of the Hebrews and the Christians.
3. The concept of Roman "justice."
4. The medieval government of Charlemagne.
5. The medieval economy - feudalism.
6. The medieval social system.
7. The role of the church in medieval society.

Materials:

Books:

MEDIEVAL PEOPLE, Eileen Power, Barnes & Noble, Inc.
MEDIEVAL SOCIETY, Sidney Painter, Cornell University Press.
PERICLES AND ATHENS, Andrew R. Burn, Crowell.
THE GATEWAY TO HISTORY, Allan Nevins, Doubleday.
A SHORT HISTORY OF CHRISTIANITY, Archibald G. Baker, University of Chicago Press.
DAILY LIVING IN THE TWELFTH CENTURY: BASED ON THE OBSERVATIONS OF ALEXANDER NECKAM IN LONDON AND PARIS, Univ. of Wisconsin Press.
DAILY LIFE IN ANCIENT ROME, Jerome Carcopino, Yale Univ. Press.

Pamphlets:

(Pub. by the AHA Service Center for Teachers of History, 400 A Street, S.E., Washington, D.C. 20003)
GREEK AND ROMAN HISTORY, 2nd ed. Chambers.
THE MIDDLE AGES IN RECENT HISTORICAL THOUGHT. Lyon.

Records:

GROWING UP IN ATHENS: A STUDY OF VALUES, in A-V kit for SHAPING OF WESTERN SOCIETY.
GROWING UP IN SPARTA, in A-V kit.

Picture Cards:

THE MEDIEVAL CATHEDRAL, in A-V kit on SHAPING OF WESTERN SOCIETY.

Films:

F726	DEBT TO THE PAST: LANGUAGE & COMMUNICATION
F260	DECLINE OF THE ROMAN EMPIRE
F725	OUR DEBT TO THE PAST
F178	RISE OF THE ROMAN EMPIRE
F1132	SPIRIT OF ROME
F185	THE CALENDAR--STORY OF ITS DEVELOPMENT
F623	CHARLEMAGNE AND HIS EMPIRE
F467	THE MEANING OF FEUDALISM
F309	THE MEDIEVAL CRUSADES
F639	THE MEDIEVAL GILD
F308	MEDIEVAL KNIGHTS
F405	MEDIEVAL MANOR

Filmstrips:

FS2191	PEOPLE OF ROMAN TIMES
FS2192	PEOPLE OF ANCIENT GREECE
FS*802	CHARLEMAGNE
FS22350	ANCIENT GREECE: CRADLE OF
FS22400	WESTERN CULTURE SERIES
FS2197	MIGHTY ROME
FS3364	GREAT AGE OF WARRIORS: HOMERIC GREECE
FS2241	EXPLORING ANCIENT ROME
FS2242	EXPLORING ANCIENT ATHENS
FS2202	ANCIENT ATHENS
FS2203	ANCIENT ROME
FS2268	ANCIENT GREECE
FS2266	ANCIENT ROME
FS2270	KNIGHTHOOD
FS2258	
FS2261	MEDIEVAL EUROPE SERIES
FS12	THE MIDDLE AGES
FS2214	ANCIENT ROME
FS2215	KNIGHTHOOD
FS2269	THE SERF
FS2272	LIFE IN THE MIDDLE AGES
FS2271	THE ROMAN EMPIRE

Study Prints:

PR149	HISTORICAL RECONSTRUCTION OF POMPEII
PR150	HISTORICAL RECONSTRUCTION OF ROME
PR236	HISTORICAL RECONSTRUCTION OF GREECE

C. Unit III: The Development of the European Nation-States (8 weeks)

Knowledge Objectives:

1. To know how events and movements from 1300-1800 changed the nature of European society, and to know what major changes in attitudes, beliefs, political systems, the economy, and the social structure were brought about by these movements and events.
2. To know that during the Renaissance, Europeans developed a secular attitude, developed an increased respect for individualism, and elevated humanism to its former stature.
3. To know that the Protestant Reformation weakened the authority of the Roman Catholic Church and established an intellectual atmosphere that encouraged freedom of thought.
4. To know that the development of Parliament in England represents the growth of a political system based upon representative, legislative, and executive institutions within a constitutional government.
5. To know that the absolutism of Louis XIV exemplifies the centrally administered bureaucratic governments that developed in Europe after the Middle Ages.
6. To know that the Parliamentary system which developed in England and the absolutism that developed in France were the two techniques utilized by European nations to unify their countries.
7. To know that in the scientific revolution of the 16th and 17th centuries, observation, experimentation, and reason replaced Divine Revelation, church authorities, and Greek philosophy as the principle sources of truth.
8. To know the fundamentals of the market economy in which economic decisions are based on consumer demand.
9. To understand that changes in British society in the 18th century resulted in the development of the Industrial Revolution, and that changes in human resources and an increase in capital resources made this economy capable of self-sustained growth.
10. To know that the French revolution attempted to incorporate and accelerate the changes taking place over past 500 years, and that it encouraged a more egalitarian social system, a spirit of nationalism, and the extension of more liberty to more people.
11. To know that the movements and events that produced fundamental changes in European society resulted from a complex network of causes.

Inquiry Objectives:

1. Given the problem of describing the changes that took place in Europe between 1300 and 1800, to be able to ask analytical questions drawn from political science, economic, and sociological concepts as a prelude to forming a hypotheses.
2. Given the problem of determining why changes took place in Europe, to be able to use social science concepts, generalizations, and raw data to develop analytical questions.
3. Given analytical questions and data from the period 1300-1800, to be able to develop generalizations about the nature of changes in Europe and the reasons for these changes.

Attitude and Value Objectives:

1. To be able to characterize modern western political, economic, and social systems in terms of the values implied by them.
2. To be able to recognize the assumptions about man and society upon which the values of western man are based.
3. To clarify positions about the nature of good government, a good economy, a just social structure, and the proper role of the individual in society.

Discussions:

1. The secular attitude, individualism, and humanism of the Renaissance.
2. The weakening of Church authority during the Reformation.
3. The growth of parliamentary government in England.
4. The growth of absolutism in France.
5. The emphasis on observation, experimentation, and reason during the scientific revolution of the 16th and 17th centuries.
6. The fundamentals of the market economy.
7. The Industrial Revolution in England.
8. The French Revolution as the culmination of the fundamental changes taking place in Europe between 1300 and 1800.

Materials:

Books:

HOW THE REFORMATION HAPPENED, Hilaire Belloc, Apollo Ed.
HISTORY OF THE ENGLISH-SPEAKING PEOPLES, Churchill, Bantam.
VENETIAN ADVENTURER: MARCO POLO, Henry Hersch Hart, Bantam.
THE SCIENTIFIC REVOLUTION: 1500-1800, A. R. Hall, Beacon.
THE AGE OF REASON, Frank E. Manuel, Cornell University Press.
LORENZO DE MEDICI AND RENAISSANCE ITALY, Cecilia M. Ady, Collier.
ROBESPIERRE AND THE FRENCH REVOLUTION, James Mathew Thompson, Collier.
LOUIS XIV AND THE GREATNESS OF FRANCE, Maurice Ashley, The Free Press.
THE SPLENDID CENTURY: LIFE IN THE FRANCE OF LOUIS XIV, Warren Hamilton Lewism, Doubleday.
THE HISTORY OF ENGLAND: Vol. 2, THE TUDORS AND THE STUART ERA, George Macaulay Trevelyn, Doubleday.
THE RENAISSANCE, Wallace K. Ferguson, Holt.
THE FRENCH REVOLUTION, Leo Gershoy, Holt.
THE REFORMATION, George L. Mosse, Holt.
HERE I STAND: A LIFE OF MARTIN LUTHER, Roland H. Bainton, New American Library.
THE WORLD OF COPERNICUS, Angus Armitage, Signet.
THIS LITTLE BAND OF PROPHETS: THE BRITISH FABIANS, Anne Freemantle, New American Library.
A BRIEF HISTORY OF SCIENCE, A. R. Hall and Marie Boas Hall, Signet.
THE INDUSTRIAL REVOLUTION, 1760-1830, Thomas S. Ashton, Oxford.
HISTORY OF THE PLANTAGENETS: Vol. 3, THE THREE EDWARDS, Thomas B. Costain, Popular Library, Inc.
THE MAKING OF ECONOMIC SOCIETY, Robert Heibroner, Prentice-Hall.
MADAME DE POMPADOUR, Nancy Mitford, Pyramid Publications.
THE WORLDLY PHILOSOPHERS, Robert Heilbroner, Simon and Schuster.
DAILY LIVING IN THE TWELFTH CENTURY: BASED ON THE OBSERVATION OF ALEXANDER NECKAM IN LONDON AND PARIS, Urban Tigner Holmes, University of Wisconsin Press.

Pamphlets:

Published by the AHA Service Center for Teachers of History, 400 A Street, S.E. Washington, D.C. 20003
THE INDUSTRIAL REVOLUTION, Lampart (4)
HISTORY OF SCIENCE, 2nd ed., M. B. Hall (13)
THE INTERPRETATION OF RENAISSANCE HUMANISM, Bouwsma (18)
THE BACKGROUND OF THE FRENCH REVOLUTION, Idzerda (21)
THE REFORMATION IN RECENT HISTORICAL THOUGHT, Grimm (54)
THE AGE OF DISCOVERY, Washburn (63)
THE FRENCH REVOLUTION: SOME TRENDS IN HISTORICAL WRITING, 1945-1965, Morton (66)

Films:

F208 THE AGE OF DISCOVERY
F897 1492–PART I–THE ITALIAN RENAISSANCE
F420 MAGNA CARTA, RISE OF THE ENGLISH MONARCHY
F61 THE INDUSTRIAL REVOLUTION (U.S.)
F321 MAGNA CARTA–PART II–REVOLT OF THE NOBLES & THE SIGNING OF THE CHARTER
F295 ENGLISH HISTORY: 19th CENTURY REFORMS

Filmstrips:

FS1978-1979 FRENCH REVOLUTION

Tapes:

T194 THE DIPLOMATIC REVOLUTION OF THE 16th CENTURY
T195 ENGLISH SEA POWER IN THE TUDOR PERIOD

Simulations:

COLONY (Students assume roles of 18th century colonial merchants and British officials) Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611

LIBERTE (Simulation of French revolution) Interact, Inc., P.O. Box 262, Lakeside, Calif.

MARKET GAME (Simulates aspects of free enterprise system) Part of COMPARATIVE ECONOMICS SYSTEMS, Holt.

ECONOMIC SYSTEM (Simulates basic features common to many economic systems) Western Publishing Co., Inc., 150 Parish Drive, Wayne, N.J.

ADVENTURING (English Civil War), ABT Associates, 14 Concord Lane, Cambridge, Mass.

GALAPAGOS (Darwin's Evolution Theory) ABT Assoc.

STAR POWER (3-tiered society in which wealth determines right to vote) SCHOOL SERVICE

EMPIRE (Simulation based on mercantilism) Educational Services, Inc. 15 Mifflin Place, Cambridge, Mass. 02138

MANCHESTER (ec. simulation of English Industrial Revolution) ABT Assoc., Inc.

D. Unit IV: Europe and the World. (6 weeks)

Knowledge Objectives:

1. To know that a belief in equality has been expressed throughout the history of western man.
2. To know some of the definitions and justification of equality developed by western philosophers.
3. To know how westerners have tried to implement equality in their political, economic, and social arrangements.
4. To know the definitions and justifications of nationalism formulated by modern western men, and to know how definitions of nationalism have varied from place to place and from time to time.
5. To know some of the reasons why international tensions result in armed conflict, and to know the consequences of armed conflict for human beings.
6. To know how Europeans have attempted to prevent armed conflict through balance of power, collective security, and a combination of these.
7. To know the roots and nature of Communist totalitarianism as it is practiced in the Soviet Union.
8. To know the nature of Nazi totalitarianism and its consequences for human beings.

9. To know how the ideas and institutions of the western world were diffused to the nonwestern world, and what effects this diffusion has had on the lives of Asians and Africans.

Inquiry Objectives:

1. Given documents relating to western ideologies, to be able to state what values are expressed or implied.
2. Given the values expressed by western ideologies and social science concepts, to be able to ask analytical questions about the relationship between these values and the nature of European policical, economic, and social system.
3. Given analytical questions regarding the relationship between western values and western political, economic, and social systems and data about 19th and 20th century Europe, to be able to state hypotheses about the ways institutions embody western values.

Attitude and Value Objectives:

1. To be able to state justifications for major western values.
2. To be able to recognize when major western values came into conflict with each other.
3. To clarify values about such issues as equality, nationalism, colonialism, and democracy.

Discussions:

1. The western concept of equality- how defined, justified, and implemented.
2. The western concept of nationalism.
3. A study of World War I as a basis for discussion of war and peace in general.
4. Totalitarianism: compare and contrast Nazi German and Soviet Communism.
5. Process of cultural diffusion of western society.

Materials:

Books:

THE U.N. IN ACTION, Peter Lyon, Avon Books.
THE LIFE OF MAHATMA GANDHI, Louis Fischer, Collier.
BISMARCK, Ian F. D. Morrow, Collier.
MAZZINI, Gaetano Salvemini, Collier.
THE BLUE NILE, Alan Moorehead, Dell.
THE GUNS OF AUGUST, Barbara Tuchman, Dell.
HISTORY OF ENGLAND, Vol. 3, From UTRECHT TO MODERN TIMES, George Macaulay Trevelyn, Doubleday.
ALL QUIET ON THE WESTERN FRONT, Erich Maria Remarque, Fawcett.
CAPTAIN DREYFUS: THE STORY OF A MASS HYSTERIA, Nicholas Halasz, Grove Press, Inc.
THE RUSSIAN REVOLUTION, Alan Moorehead, Harper & Row.
HITLER: A STUDY IN TYRANNY, Alan L. Bullock, Harper & Row.
THE REVOLUTIONS OF 1848: A SOCIAL HISTORY, Priscilla S. Robertson, Harper & Row.
COMMUNISM IN THEORY AND PRACTICE, William Ebenstein.
MAIN STREET, U.S.S.R., Irvin R. Levine, Signet.
KARL MARX: HIS LIFE AND ENVIRONMENT, Isaiah Berlin, Oxford Univ. Press.
DIARY OF A YOUNG GIRL, Anne Frank, Pocket Books.
THE FIRST AND FALL OF ADOLF HITLER, William L. Shirer, Random House.
THE COMMONWEALTH OF NATIONS, John C. Ricker, Scholastic Book Services.
WESTERN EUROPE AND THE COMMON MARKET, James D. Calderwood, Scott, Foresman and Co.
THE STORY OF UTOPIAS, Lewis Mumford, Viking Press.

Pamphlets:
Published by the AHA Service Center for Teachers of History, 400 A Street, S.E., Washington, D.C. 20003
NATIONALISM, 3rd ed., Shafer (20)
FIVE IMAGES OF GERMANY, 2nd ed., H. C. Meyer (28)
GREAT BRITAIN IN THE TWENTIETH CENTURY, Winkler (28)
NINETEENTH-CENTURY EUROPE, 2nd ed., Anderson (29)
MARXISM SINCE THE COMMUNIST MANIFESTO, Meyer (41)
RUSSIAN SINCE 1917, Carson (46)
ENGLISH HISTORY, 1815-1914, Webb, (64)
WRITINGS ON WORLD WAR II, Morton (66)
MODERN IMPERIALISM, Healy (69)

Films:
F210 THE FACE OF RED CHINA
F275 MUSSOLINI
F215 PRELUDE TO WAR
F621 THE FALL OF CHINA
F276 GHANDI
F234 IMPERIALISM AND EUROPEAN EXPANSION
F212 3,2,1,0 (SOCIAL IMPLICATIONS OF NUCLEAR POWER)
F213 THE TWISTED CROSS
F211 NIGHTMARE IN RED
F820 CHINA UNDER COMMUNISM

Filmstrips:
FS2139- COMMUNISM Series
2143
FS3001 GROWTH OF COMMUNISM

Simulation Games:
WAR AND PEACE, published in SOCIAL EDUCATION
GRAND STRATEGY (1914-1918 European political system) Systems Gaming Assoc., Al-2 Lansing Apt., 20 N. Triphammer Rd., Ithaca, N.Y. 14850
SIMSOC (Citizens of simulated society dealing with problems of conflict) Free Press, 866 3rd Ave., N.Y., N.Y. 10022
CRISIS (Simulation of International Crisis) Simile II, P.O. Box 1023, La Jolla, Calif. 92037
MYTHIA (A simulation of foreign policy), Project Plan, American Institute of Research, 1791 Arastrudere Road, Palo Alto, Calif.

WESTERN CIVILIZATION - ONE SEMESTER SURVEY: 7001
APPROACH II: THEMATIC OR CONCEPT

I. COURSE DESCRIPTION

Because of the vast subject and brief period of time allotted to Western Civilization (18-20 weeks), an idea or major theme approach to the subject seems warranted. This outline was developed around ten major themes in Western Civilization. They are covered from their present day influence on the world and then traced through their historical development in Western civilization in an attempt to motivate students and make the material more meaningful and relevant. Suggested time is two weeks on each major category.

II. OBJECTIVES

A. To enable students to analyze basic recurrent themes in western civilization.
B. To provide opportunities for students to understand the economic, political, geographic, social, philosophic, and spiritual factors shaping the contemporary western world.
C. To introduce the methods historians use to study the past.
D. To assist students in adjusting to a changing world by allowing them to see relationships, derive and apply generalizations, and develop some insights into probable results of actions.

III. MATERIALS

A. Books

Note: No present textbook follows the course outline recommended. Thus the teacher is urged to carefully choose several books which can carry out the thematic approach.

OUR WORLD, Boak
OUR WIDENING WORLD, Ewing, Ethel
THE IDEA OF EUROPE, De Rougemont, Denis
THE CIVILIZATIONS OF EUROPE, Grant, Michael
THE HISTORY OF MAN, Schenk
A SHORT HISTORY OF CULTURE FROM PREHISTORIC TO RENAISSANCE, Lindsay, Jack
INTELLECTUAL HISTORY OF EUROPE, Heer, Friedrich
THE HISTORY OF EDUCATIONAL IDEAS IN THE WEST, Medlin, William
THE LIFE OF GREECE, Durant, Will
WESTERN CIVILIZATION, Burns
CAESAR AND CHRIST, Durant, Will

Note: See WESTERN CIVILIZATION, APPROACH I, for additional materials.

B. Films:

F202 AROUND THE TABLE
F1178 CHANGING FACE OF FRANCO SPAIN
F12 ENGLISH AND DUTCH COLONIZATION IN THE NEW WORLD
F232 EXPANDING WORLD RELATIONSHIP
F349 THE EXPLORATIONS OF PRINCE HENRY
F463 SIR FRANCIS DRAKE: THE RISE OF ENGLISH SEA POWER
F898 1492: CHRISTOPHER COLUMBUS
F844 GLOBAL STRUGGLE FOR FOOD
F298 WORLD HISTORY: AN OVERVIEW

C. Filmstrips:

FS2298-2301 RELIGIONS AROUND THE WORLD
FS2292-2297 THE WORLD'S GREAT RELIGIONS

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Political development
   1. World powers today: basic political thought - United States, Russia, England, France
   2. Dictators in Germany and Italy challenge Democracies
   3. Unification of Germany and Italy - 18 & 1900's
   4. French Revolution and Napoleon
   5. Basic ideas of freedom take root in 16 & 1700's
      a. English freedom - English Bill of Rights
      b. American Independence
   6. Development of France and England as world powers
   7. Medieval struggle between Church and State
   8. Greek-Roman world dominance

B. Economic achievements of Western Man
   1. Affluent America and Western Europe: material abundance - mobile societies
   2. Effect of scientific thought on man: growth of science and invention
   3. Growth of towns and trade in the Medieval Period
   4. Greek-Roman: money, slavery, trade
   5. Primitive economy: trade, domestication of animals, tillage, hunting

C. Philosophy - a survey of some of the world's great philosophers: a study of their outstanding contributions to man's effort to understand himself and the universe.
   1. Modern day thought
   2. The great Greek minds: Socrates, Plato, Aristotle, others
   3. European thinkers: Darwin, Marx, Spencer, Nietzche, Rousseau, Voltaire, Hume, Locke, others

D. Religion
   1. Familiarization with prominent western religions today: church organization and structure
   2. Historical basis of belief and changes and developments of:
      a. Judaism - dispersion and world persecution - creation of nation-state
      b. Christianity - East/West split
      c. Reformation - Luther, Calvin, Wesley
      d. Islamic influence

E. Education - an understanding of modern educational institutions and their historic development
   1. National systems of education - American decentralization vs. European centralization
   2. Emergence of modern educational ideas in the 17 & 1800's
      a. Science and education
      b. Educational theory of Locke and Rousseau
   3. Changes in education through the Renaissance and the Reformation - humanization of education, emphasis on individual man, mass education, public school
   4. Medieval culture and education - influence of the Church
   5. Education in Classical Mediterranean Civilization - Hebrew education (patriarchial writings), Greek ideas in education, 1) character and courage, 2) literature and philosophy

F. Legal institutions - the courts today, development of justice for all, slavery in America and Europe, serfdom, Roman law, Greek developments in the legal system, code of Hammurabi, law of the jungle (primitive law)

G. Social changes in Western Civilization
   1. Changing social units today - family, community, state
   2. Mores of the passing generation
   3. Religious basis for structuring social units and mores
   4. Relationship between social justice and the laws
   5. Changing institutions, customs and mores of Europe during the Middle Ages
   6. Barbarian & Roman customs
   7. Greek social order
   8. Society of primitive man

H. War & Civilization - seeming inevitability of war and the search for peace, Vietnam, Middle East, Biafra, Korea, World War II, Spanish Civil War, World War I, Franco-Prussian Conflict, Napoleonic wars, Wars of the Middle Ages, Barbarian invasions of Rome, Caesar and War, Alexander the Great, Greek struggles and ancient clashes.

I. Music and its reflection of Western Man
   To be developed by music coordinator as an addendum and distributed.

J. Art and Western Civilization
   To be developed by art consultant as an addendum and distributed.

UNITED STATES HISTORY - ONE SEMESTER SURVEY: 7002

I. COURSE DESCRIPTION

It is suggested that this course be built around a series of units whose basic themes run throughout American history. Primary emphasis will be on the domestic growth of the American people.

II. OBJECTIVES

A. To understand the development of changing concepts of history on self government and society.
B. To understand that major historical events have multiple rather than single causes.
C. To develop into an independent thinker and a responsible citizen.
D. To develop the skills of inquiry and critical thinking to enable the student to separate truth from falsehood and to make decisions through reasoned investigations rather than through reliance on authority or prejudice.
E. To develop a set of values consistent with a democratic creed.
F. Given evidence of some aspects of political, economic, and social life during certain periods of American history, the student should be able to make hypotheses about the nature of American society.
G. To be able to read and interpret maps, graphs, and charts.

III. TEXTS

A NEW HISTORY OF THE UNITED STATES, AN INQUIRY APPROACH, ed. Barbara Judd, Holt, Rinehart, and Winston. Excellent
DISCOVERING AMERICAN HISTORY (Inquiry), Holt, Rinehart, and Winston. Excellent
THE AMERICANS (Inquiry for low level readers), Holt, Rinehart, and Winston.
OUR AMERICAN REPUBLIC, Muzzey and Link.
OUR COUNTRY'S HISTORY, Muzzey and Link.
THE ADVENTURE OF THE AMERICAN PEOPLE, Graff & Kraut, Rand McNalley.
HISTORY OF A FREE PEOPLE, Bragdon & McCutchen, Macmillan.
RISE OF THE AMERICAN NATION, Todd & Curti, Harcourt.
UNITED HISTORY FOR HIGH SCHOOLS, Shafer et. al., Laidlaw.
UNITED STATES HISTORY: CONFLICT IN IDEAS (Inquiry), Daniel Powell, Scott Foresman. Excellent
GREAT DEBATES, Mark, Silver Burdett. Inquiry
AVENUES TO AMERICA'S PAST, Bowes, Silver Burdette. Inquiry
MEANINGS OF HISTORY, (Readings from American Heritage), Judd, et. al., McGraw Hill. Inquiry, Excellent
SENSE OF THE PAST, Arnof.
50 GREAT AMERICANS, H. D. Thomas.
THE MAKING OF AMERICAN DEMOCRACY, Holt.

IV. TEACHER REFERENCES

THE NATIONAL EXPERIENCE, 2nd ed., John M. Blum, et. al., Harcourt, Brace, and World.
THE AMERICAN NATION: A HISTORY OF THE UNITED STATES, John A. Garraty, Harper-American Heritage.

Pamphlet series published by the American Historical Association's Service Center for Teachers of History, 400 A Street, S.E. Washington, D.C. 20003. Each costs .75.

A STYLE OF HISTORY FOR BEGINNERS, Ward (22)
NEW INTERPRETATIONS OF AMERICAN COLONIAL HISTORY, 2nd ed., Wright (16)
THE AMERICAN REVOLUTION: A REVIEW OF CHANGING INTERPRETATIONS, Morgan (6)
THE FOUNDING FATHER: YOUNG MEN OF THE REVOLUTION, Elkins, McKitrick (44)
THE FEDERAL AGE, 1789-1829, Berwick (40)
JACKSONIAN DEMOCRACY, Sellers (9)
THE AMERICAN FRONTIER, Billington (8)

CIVIL WAR AND RECONSTRUCTION, 2nd ed., Bridges (5)
AMERICAN BUSINESS HISTORY, Galambos (70)
THE SOUTH IN AMERICAN HISTORY, 2nd ed., Singletary, Bailey (3)
THE DEVELOPMENT OF AMERICAN LABOR, A. D. Blum (48)
AMERICAN AGRICULTURE AND FARM POLICY SINCE 1900, Fite (59)
THE INDIAN IN AMERICAN HISTORY, Hagan (50)
THE FAR WEST IN AMERICAN HISTORY, 2nd ed., Carter (26)
THE PROGRESSIVE ERA 1900-1918: RECENT LITERATURE AND NEW IDEAS, 2nd ed., Mowry (10)
NORMALCY AND REACTION, 1921-1933: AN AGE OF DISILLUSIONMENT, Hicks (32)
NEW INTERPRETATIONS IN AMERICAN FOREIGN POLICY, 2nd ed., DeConde (2)
AMERICAN INTERVENTION: 1917-1941, May (30)
THE NEW DEAL IN HISTORICAL PERSPECTIVE, 2nd ed., Freidel (25)
THE UNITED STATES SINCE 1945, Grantham (71)
THE NEGRO IN AMERICAN HISTORY, Harlan (61)
CIVIL RIGHTS: RETROSPECT AND PROSPECTS, Mooney (37)
DOCUMENTS IN AMERICAN HISTORY, Commanger, Appleton
THE AMERICAN READER, Angle, Rand McNalley

V. UNIT OUTLINES

Unit 1: EMERGING NATION (Suggested time--3 weeks) – A short survey of American history through Reconstruction.

A. Objectives:

1. To analyze the process of migration, a common experience for Americans: causes and effects.
2. To know that the government, economy, social structure, and patterns of daily colonial life differed from region to region and between rural and urban areas.
3. To understand the philosophical underpinnings of our government: natural rights, compact theory of government, right of revolution, federalism, separation of powers, checks and balances, individual liberties, majority rule and minority rights, judicial review, faith in the people, equality of opportunity.
4. To understand that the period 1789 to 1865 was a period of American isolation from Europe in which primary energy was centered on domestic interests.
5. To know that isolation improved transportation and communication, land expansion and the frontier, a developing national culture and an independent economy. All contributed to the development of American nationalism.
6. To evaluate the issues that promoted sectional antagonisms: internal improvements, tariffs, extension of slavery, states' rights, differing economic interests, and differing social systems.
7. To understand that the period 1800 to 1840 was one of increased political, economic, and social democracy.
8. Given excerpts from three defenders of slavery, to know that the South defended slavery on the basis that it gave stability to society, gave status to poor whites, and gave cultural benefits to slaves themselves.
9. Given evidence on the events and causes that culminated in the War Between the States, to be able to hypothesize whether the war was inevitable.

B. Discussion:

1. Colonial period
2. Developing structure of government
3. From conservatism to nationalism
4. Westward movement
5. Sectionalism
6. House divided -- Civil War

C. References:

1. Books: Appropriate sections of textbooks
   BEFORE THE MAYFLOWER, Lerone Bennett, Jr.
   THE NEGRO IN THE AMERICAN REVOLUTION, Quarles
   THE HERO AND THE PEOPLE (Andrew Jackson), Brown, Macmillan
   THE UNION DIVIDES, Bedford, Macmillan
   THE ROAD TO INDEPENDENCE, Labaree, Macmillan
   THE ORIGINS OF THE CONSTITUTION, Broderick, Macmillan
   ALEXANDER HAMILTON, Nathan Schachner
   THE MILITANT SOUTH, John Hope Franklin
   THE FIRST FRONTIER: LIFE IN COLONIAL AMERICA, John C. Miller
   NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, Frederick Douglass
   HISTORY OF THE UNITED STATES DURING THE ADMINISTRATIONS OF JEFFERSON AND MADISON, Adams, Spectrum
   THE CAUSE OF THE CIVIL WAR, Stampp, Spectrum
   THE AMERICAN REVOLUTION, ed. Morgan, Spectrum
   A HISTORY OF THE MONROE DOCTRINE, Dexter Perkins, Little Brown
   THE MEANING OF THE AMERICAN REVOLUTION, Lacy, Menter
   AMERICAN NATIONALISM, Hons Kohn, Menter
   SELECTED CASE STUDIES IN AMERICAN HISTORY, Vol. 1, Allyn & Bacon. Inquiry Vol. 1.
   GREAT ISSUES IN AMERICAN HISTORY, ed. Richard Hofstadter, Vintage. Inquiry
   THE CONFESSIONS OF NAT TURNER, William Styron, Random House
   THE CAUSES OF WAR, Kenyon C. Kramer, Scott Foresman
   ANDREW JACKSON, SOLDIER & STATESMAN, Andrist & Schlesinger
   MANY WORLDS OF BENJAMIN FRANKLIN, Donovan & Bell
   ABRAHAM LINCOLN IN PEACE & WAR, Miers & Angle
   GEORGE WASHINGTON & THE MAKING OF THE NATION, Cunliffe & Morris
   THE YEAR OF DECISION, 1846, de Voto
   DANIEL WEBSTER & THE RISE OF NATIONAL CONSERVATISM, Currant
   HENRY CLAY AND THE ART OF AMERICAN POLITICS, Eaton
   CRISIS IN FREEDOM: THE ALEIN & SEDITION ACTS, Miller
   THE PURITAN DILEMMA: THE STORY OF JOHN WINTHROP, Morgon
   PROLOGUE TO CONFLICT: THE CRISIS & COMPROMISE OF 1850, Hamilton

2. Films:
   F208 AGE OF DISCOVERY
   F65 THE AMERICAN REVOLUTION
   F811 THE CIVIL WAR: 1863-1865
   F810 THE CIVIL WAR: FIRST TWO YEARS
   F53 THE CIVIL WAR
   F757 or
   F619 CIVIL WAR–ITS BACKGROUND & CAUSES
   F122 THE CONSTITUTION OF THE UNITED STATES
   F55 DECLARATION OF INDEPENDENCE
   F322 FACE OF LINCOLN
   F637 JOHN QUINCY ADAMS
   F416 JAMESTOWN
   F461 LOUISIANA PURCHASE
   F224 MEET MR. LINCOLN
   F462 PLANTER OF COLONIAL VIRGINIA
   F645 ROGER WILLIAMS

3. Simulation Games:
   DISUNIA (Simulation of 21st century paralleling the problems of sovereignty, 1781-1789), Interact, Inc., P.O. Box 262, Lakeside, Calif., $10.00.
   ALLEGIANCE (Simulation based on the Constitution) Products of Behavioral Sciences, P.O. Box 1176, Palo Alto, Calif.
   DIVISION (Simulations of 1850's & sectionalism), Interact.
   1787 (Demonstrates conflicting interests during constitutional convention), Olcott Forward Publishing Co.
   COLONY (Assume roles of 18th century colonial merchants and officials - 7 game boards), Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611

VI. UNIT OUTLINES

Unit 2: RISE OF INDUSTRIALISM – The development of our American industrial system from Reconstruction to the present.

A. Objectives:

1. To analyze several factors contributing to industrial development:
   a. the independence, pragmatism, and inventiveness of the American people
   b. expanding markets
   c. a limited, but educated and skilled, labor supply
   d. advertising techniques
   e. abundance and variety of natural resources
   f. economic institutions--banks, Wall Street
   g. economic organization (corporations)
2. To understand that technological inventions revolutionized agriculture, that this mechanization and specialization created economic problems for the farmer.
3. To understand the contributions immigrants have made to America and to be able to analyze the various patterns of accommodation, assimilation, and amalgamation that occurred between the immigrants and native Americans.
4. To know that changes in business organization changed the relationship between labor and management.
5. To become aware that workers organized unions in an attempt to maintain control over their lives.
6. To analyze the host of urban problems created by the rapid growth of cities.
7. To evaluate the causes of the Great Depression.
8. To see the implications of the New Deal: the precedent that it is government's responsibility to ensure the nation's economy and the economic security of its citizens.
9. To evaluate and become aware of the vast changes industrialism wrought on American society.

B. Discussion:

1. Rapid industrialization of a nation
   a. Growth of the corporation
   b. Improvements in transportation and communications
   c. Yankee ingenuity
   d. Social Darwinism
   e. Attitudes of government
   f. Immigrants--mobile labor supply
2. Rise of labor movement
3. Farmer's dilemma
4. Populist movement
5. Economic reform
   a. Trust
   b. Tariff
   c. Banking
   d. New Deal
   e. Fair Deal
   f. New Frontier
   g. Great Society
6. Impact of technology

C. References:

1. Books:

STRANGERS IN THE LAND, Higham
THE UPROOTED, Handlin
BEYOND THE MELTING POT, Glazer & Moynehon
AMERICAN LABOR, Pelling
DAY OF THE CATTLEMAN, E. S. Osgood
MAKING OF AN AMERICAN COMMUNITY, A CASE STUDY OF DEMOCRACY IN A FRONTIER COUNTRY, Curti
THE GROWTH OF INDUSTRIAL ENTERPRISE, 1860-1914, Davis
DREAM & THOUGHT IN THE BUSINESS COMMUNITY, 1860-1900, Kickland
GROWTH & WELFARE IN THE PAST: A NEW ECONOMIC HISTORY, North
HISTORY OF THE HAY MARKET AFFAIR, Davis
THE ORGANIZATION MAN, William Whyte
THE GREAT PLAINS, Webb
A POPULIST READER, Tindall
HUMAN SIDE OF AMERICAN HISTORY, Muzzey & Link
A SENSE OF THE PAST, Arnof
MAKING OF AMERICAN DEMOCRACY, Vol. II, Holt, Rinehart, & Winston
AGE OF THE MOGULS, Holbrook
IMMIGRANTS IN AMERICAN LIFE, Mann, A.
WORKINGMAN IN AMERICAN LIFE, Laslett, John
PROTESTANT-CATHOLIC-JEW: AN ESSAY IN AMERICAN RELIGIOUS SOCIOLOGY, Herberg
THE COMING OF THE NEW DEAL, Schlesinger
LABOR IN CRISIS, THE STEEL STRIKE OF 1919, Brody
MC KINLEY, BRYAN, AND THE PEOPLE, Glad
ARK OF EMPIRE, THE AMERICAN FRONTIER, Van Every

2. Films:

F630 ANDREW CARNEGIE
F597 THE COUNTRY STORE
F61 THE INDUSTRIAL REVOLUTION
F351 LIFE AND TIMES OF THE IRON HORSE
F1034-1035 LIFE IN THE THIRTIES, Part I & II
F829 THE RAILROAD BUILDERS
F352 RISE OF ORGANIZED LABOR
F650 THE STEAM AGE
F651 THE GASOLINE AGE
F1287 DOWN ON THE FARM: AMERICA'S AGRICULTURAL REVOLUTION

3. Filmstrips:

FS2632 GREAT DEPRESSION AND NEW DEAL
FS2636 THE NEW FRONTIER
FS26945 MINORITIES HAVE MADE AMERICA GREAT
FS2159 WAR AGAINST POVERTY
XFS95 THE CORPORATION

4. Simulation Games:

LABOR VS. MANAGEMENT, published in SOCIAL EDUCATION, October, 1966
PROMOTION (Illustrates development of American industrialization), Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611
PACIFIC EXPRESS (Historical scenario on problems constructing transcontinental railroad), Mental Health Research, Univ. of Michigan, Ann Arbor, Mich.
ECONOMIC DECISIONS GAME (The market, corporation, collective bargaining), Science Research Assoc.
FARMING (Simulation of 3 different periods of U.S. agricultural economic history, The Macmillan Co.

MET FAB (Simulation of American manufacturing and economic growth), Macmillan Co.
PANIC (Simulation of 20's & 30's), Interact, Inc., P.O. Box 262, Lakeside, Calif. $10.00
RAILROAD GAME (Simulated mine owner and dealings with railroads, pooling, etc.), part of Harvard Social Studies Booklet, RAILROAD ERA
STRIKE, Interact, Inc., $10.00
ECONOMIC SYSTEM, Western Publishing Co., Inc., 150 Parish Drive, Wayne, N. J. $25.00
BMG (Corporations in competitive economy), Western Publishing Co., Inc.
PORTSVILLE (locating an industrial city), Urban Studies Center, Rutgers University, New Brunswick, N. J.
MARKET GAME (Simulates aspects of free market economy in COMPARATIVE ECONOMIC SYSTEMS, Holt, Rinehart

VII. UNIT OUTLINES

Unit 3: REFORM – The impact political and social reform has had on institutions in our society and reasons why society is in a constant state of change.

A. Objectives:

1. Given evidence from various reform movements in U.S. history, to know that they are predicated on the belief in the perfectability of man and society.
2. To be able to analyze Reconstruction in the following ways:
   a. compare northern and southern attitudes toward it
   b. to know the rights and problems it created for the freed slave
   c. to understand what Reconstruction actually involved
   d. to hypothesize the problems it created for north-south relations to the present day

B. Discussion:

1. Abolitionist movement
2. Reconstruction
3. Progressive era
4. New Deal
5. Fair Deal
6. New Frontier
7. Great Society

C. Materials:

1. Books:
   HUMAN SIDE OF AMERICAN HISTORY, Muzzey & Link
   A SENSE OF THE PAST, Arnof
   MAKING OF AMERICAN DEMOCRACY, Vol. 2, Holt, Rinehart, & Winston
   PROGRESSIVE MOVEMENT, Ganley
   REFORM IN AMERICA, Rattner
   GREAT ISSUES IN AMERICAN HISTORY, Hofstadter
   BOSS TWEED'S NEW YORK, Mandelbaum
   THE PECULIAR INSTITUTION, Stampp
   THE AGE OF REFORM, FROM BRYAN TO F.D.R., Hofstadter
   TWENTY YEARS AT HULL HOUSE, Jane Addams
   SLUMS AND SUBURBS, Conant
   THE OTHER AMERICA: POVERTY IN THE U.S., Harrington
   WILLIAM LLOYD GARRISON AND THE HUMANITARIAN REFORMERS, Nye

2. Filmstrips:
   FS2612 THE ABOLITIONISTS

3. Simulation Games:
RECONSTRUCTION (Students become planters, farmers and freedmen during phases of Reconstruction - 14 game boards), Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611
PLANS (Members of interest groups use influence to change U.S. society), Simile II, P.O. Box 1023, La Jolla, Calif. 92037

VIII. UNIT OUTLINES

Unit 4: The emergence of America as a world power. *This will also be offered as an elective.

A. Objectives:

1. To understand that U.S. foreign policy between 1778 and 1890 was primarily concerned with maintaining peace and national security and with expanding international trade and national boundaries.
2. To become aware of the reasons many Americans beginning around 1890 urged the U.S. to become imperialistic in such areas as Hawaii, Cuba, and the Philippines.
3. To know that the U.S. moved from a policy of limited involvement in world affairs in 1920's, to isolationism in the 1930's, and to total war in the 1940's.
4. To understand that the U.S. responded to post-war communist expansion with a containment policy which it implemented with a buildup of American military strength; economic, military, technical aid to friendly nations; defensive military alliances; and wars in Korea and Vietnam.
5. To know that after world War II, the emerging nations of Africa, Asia, Latin America, and the Middle East were in a different stage of development from the west and hence they presented different challenges to American foreign policy.
6. To be able to analyze several U.S. foreign policies: isolationism, neutrality, Monroe Doctrine, membership in world organizations, containment.

B. Discussion:

1. America acquires an empire
2. World War I
3. Good Neighbor Policy
4. Isolationism
5. World War II
6. Cold War
7. Korea
8. Vietnam
9. What lies ahead?

C. Materials:

1 Books:
HUMAN SIDE OF HISTORY, Muzzey & Link
SENSE OF THE PAST, Arnof
MAKING OF AMERICAN DEMOCRACY, Holt, Rinehart, & Winston
AMERICAN FOREIGN POLICY, James, L. - Scott Foresman Series
AMERICA'S RISE TO WORLD POWER, 1898-1954, Dulles, - Torchbooks (paperbacks)
GREAT DECISIONS, 1968, 1969, 1970, 1971, Allyn & Bacon
For complete listing of books see elective 7208 - U.S. Foreign Policy
FROM ISOLATION TO WAR, 1931-1941, Wiltz
THEODORE ROOSEVELT & THE RISE OF AMERICA TO WORLD POWER, Beale
CARRIER WAR IN THE PACIFIC, Sears & Eller
13 DAYS: A MEMOIR OF THE CUBAN MISSLE CRISIS, Robert Kennedy
THE RICH NATIONS & THE POOR NATIONS, Ward
WOODROW WILSON & THE LOST PEACE, Bailey
THE MARTIAL SPIRIT: THE SPIRIT OF THE SPANISH AMERICAN WAR, Millis

2. Films:
   - F893 AFTERMATH OF WW II
   - F343 CHALLENGE OF IDEAS
   - F212 3,2,1,0 (SOCIAL IMPLICATIONS OF NUCLEAR POWER)
   - F219 WHAT WE FACE IN SOUTHERN ASIA
   - F202 AROUND THE TABLE
   - F893 AFTERMATH OF W W II
   - F307 WORLD WAR I
   - F235 U.S. EXPANSION OVERSEAS (1893-1917)
   - F214 WOODROW WILSON: SPOKESMAN FOR TOMORROW
   - F216 WAR COMES TO AMERICA
   - F914 THE HAT
   - F878 THE HOAXTERS
   - F796 UNITED NATIONS
   - F1182 FOCUS ON BERLIN

3. Filmstrips:
   - FS2531-2537 AMERICA DEVELOPS WORLD-WIDE INTEREST Series
   - FS2166 AMERICA'S GLOBAL COMMITMENT
   - FS2160 CHANGING BLUEPRINTS FOR DEFENSE
   - FS2136 U.N. ORGANIZATION
   - FS2163 TWO DECADES OF COLD WAR
   - FS2170 KEY CRISIS IN THE COLD WAR
   - FS2152 THE STRUGGLES WITHIN ASIA
   - XFS94 FOREIGN AID

4. Simulation Games:
   - DANGEROUS PARALLEL (Korean War), Scott Foresman, $60.00
   - DESTINY (American foreign policy in Cuban Crisis of 1898). Interact, Inc. P.O. Box 262, Lakeside, Calif. $10.00
   - MISSION (Vietnam foreign policy), Interact, Inc. $10.00
   - CRISIS (Simulation of international crisis), Western Publishing Co., Inc., 150 Parish Drive, Wayne, N. J.
   - POINT ROBERTS (Settling a Canadian-U.S. border dispute), High School Geography Project, P.O. Box 1095, Boulder, Colorado 80302
   - MYTHIA (Simulation of foreign policy-making), Project Plan, American Institutes for Research, 1791 Arastrudere Road, Palo Alto, Calif.

V. UNIT OUTLINES

Unit 5: AMERICAN MIND & CULTURAL DEVELOPMENT – Emphasis: The major cultural changes that have taken place in American History.

A. Objectives:

1. To be able to analyze the cornerstones of American culture.
2. To understand the concept of social change.
3. To become aware that a new national culture emerged in the 1920's and 1960's which challenged traditional attitudes and values.
4. To understand the conflict between the "quality" and "quantity" of American life.
5. To be able to analyze the effects on culture of the major developments of the 20th century, growth of population, knowledge, cities, and technology.

B. Discussions:

1. End of the frontier
2. New concepts in literature
3. New concepts in education
4. Contributions of immigrants
5. Rural-urban transition
6. Impact of technological changes
7. Public responsibility for welfare of people

8. Danger to individualism
9. Conformity
10. Puritan tradition
11. Middle class values
12. Anglo-Saxon ideas
13. Rugged individualism
14. Self sufficiency
15. Fine arts

C. Materials:

1. Books:
HUMAN SIDE OF AMERICAN HISTORY, Muzzey & Link
A SENSE OF THE PAST, Arnof
MAKING OF AMERICAN DEMOCRACY, Vol. II, Holt, Rinehart, Winston
GOOD YEARS, Lord
AMERICAN SCENE, 1860 - PRESENT, Chute
BIG CHANGE, Allen, F. L.
CRUCIAL DECADE, Goldman, Eric
ASTONISHED MUSE, Denney
DOMESTIC MANNERS OF THE AMERICANS, Trollope
MIDDLETOWN IN TRANSITION, Lynd
THE AMERICAN MIND IN THE MID-19TH CENTURY, Bartlett
AL SMITH AND HIS AMERICA, Handlin

2. Films:
F1045 THE UPROOTED NATION

3. Filmstrips:
FS2151 AMERICA'S CULTURAL REVOLUTION
FS2153 THE EDUCATION BOOM
FS2162 LABOR, MEN, JOBS, AND AUTOMATION
FS2157 THE NEXT 20 YEARS
XFS2 WOODROW WILSON: IDEALISM AND THE AMERICAN DEMOCRACY

VI. UNIT OUTLINES

Unit 6: CIVIL LIBERTIES – Emphasis: Man's struggle in achieving liberty and equality throughout our nation's history.

A. Objectives:

1. To realize that the concept of civil liberties is grounded in a belief in the natural rights of man and equality of opportunity.
2. To understand that various racial and ethnic groups have been discriminated against in America.
3. To be able to make hypotheses which explain why different groups have interacted in different ways.
4. To realize that white Americans have resisted the assimilation of immigrants, Negroes, Indians, and orientals into our society.
5. To understand the concept of nativism and its implications.
6. To understand that as a result of slavery, Negroes have lacked the cultural heritage, group solidarity, and family stability which strengthened many minority groups in their struggle for assimilation.
7. To know that after WW I, American Negro leaders, like W.E.B. DuBois and Marcus Garvey, appealed to racial consciousness to develop a sense of identity among Negroes.
8. To understand that many local, state and national governments have promoted the assimilation of Negroes especially after the 1954 Supreme Court decision Brown versus the Board of Education.
9. To become aware that black nationalists seem to be working toward accommodation rather than assimilation.

B. Discussions:

1. Negro - minority groups
2. Social Darwinism
3. World War I
4. Red scare
5. Pressure groups
6. Mass media
7. Censorship
8. Rights of the accused
9. Academic freedom
10. Religion
11. Order and liberty

C. Materials:

1. Books:
MAKING OF BLACK AMERICA, Meier & Rudwick
UP FROM SLAVERY, Washington
SOULS OF BLACK FOLK, W.E.B. DuBois
THE STRANGE CAREER OF JIM CROW, Woodward
THE NEGRO'S CIVIL WAR, McPherson
THE NEW WORLD OF NEGRO AMERICANS, Isaacs
SENSE OF THE PAST, Arnof
HUMAN SIDE OF AMERICAN HISTORY, Muzzey & Link
THE MAKING OF AMERICAN DEMOCRACY, Vol. II, Holt, Rinehart, Winston
CIVIL LIBERTIES, Parker, O'Neil, Econonpouly
BIG CHANGE, Allen, F. L.
AMERICAN SCENE, Chute
CRUCIAL DECADE, Goldman, Eric
SUPREME COURT IN AMERICAN LIFE, James, L.
BLACK BOY, Wright
AUTOBIOGRAPHY OF MALCOLM X, Malcolm X
For additional sources see 7301, THE COURT, CIVIL LIBERTIES, AND YOU, and 7412, BLACK HISTORY AND CULTURE

2. Films:
F1235 THE LOST GENERATION OF PRINCE EDWARD COUNTY: EQUALITY UNDER THE LAW
BLACK/WHITE UP TIGHT

3. Filmstrips:
FS2693S GROWING UP BLACK
FS2692S- NEGRO HISTORY Series
2699
FS2694S MINORITIES HAVE MADE AMERICA Great Series
FS2692S THEY HAVE OVERCOME
FS2164 INTEGRATION 10-YEAR MARCH

4. Simulation Games:
GHETTO, Interact, $10.00
SUNSHINE, Interact, $10.00
BLACKS AND WHITES, School Service, $7.00
DIGNITY, Friendship Press, $4.95

VII. UNIT OUTLINES

Unit 7: CHALLENGES OF THE 70's – Emphasis: The change in our American way of life and its impact on the individual.

A. Objectives:

1. To be able to analyze various troublesome modern problems.
2. To encourage the development of a social conscience.

B. Discussion:

1. Environment
2. Dissent
3. Electoral reform
4. Role of the state
5. Transportation
6. Future of the city
7. Military industrial complex
8. Business
9. Future as world leader
10. Others

C. Materials:

1. Books:
THE PRESENT IN PERSPECTIVE, Gatzke
BIG CHANGE, Allen, F. L.
THE OTHER AMERICA, Harrington, M.
AMERICAN SCENE, Chute, W. L.
HIGHWAY AND THE CITY, Mumford

2. For additional reference, see:
7207 U.S. MILITARY HISTORY
7305 QUESTION OF EXTREMISM
7407 PROBLEMS OF THE CITY
7411 CONTEMPORARY PROBLEMS

AMERICAN GOVERNMENT - SEMESTER SURVEY COURSE - 7003

I. COURSE DESCRIPTION

This course is designed to survey the American political system from the national to the state and local levels. It seeks to discover the nature of American democracy and to analyze the concepts of leadership, decision-making, institutions, and citizenship.

II. OBJECTIVES

A. To help the student develop into an independent thinker and a useful citizen.
B. To provide the student with the skills of critical thinking and inquiry through which he can separate truth from falsehood through reasoned investigation rather than reliance on authority or prejudice.
C. To encourage the student to participate actively in politics.
D. To develop in the student a set of values consistent with the democratic creed.
E. To teach the student certain political concepts by which he can investigate any political system.
1. To understand the concept of leadership.
a. how are leaders recruited
b. what attributes do leaders have?
c. how do leaders gain and maintain support?

2. To understand the process by which a political system makes, interprets, and enforces its rules: the concept of decision-making.
   a. who makes the decisions
   b. what are rules for decision making
   c. in what institutions are decision made
   d. how does information reach the decision makers
   e. how are decisions enforced
3. To understand the role an individual plays in a policital system: the concept of citizenship.
   a. how does the citizen influence the use of political power?
   b. to what degree can a citizen influence the government
   c. what are the rights and obligations of a citizen
   d. how does the government regulate the life of the citizen
   e. how does the citizen gain access to the decision makers
4. To understand the various institutions a given political system has established to administer the affairs of state, enact and enforce laws and administer justice: the concept of institutions.
   a. what institutions did the political system establish?
   b. what functions do the institutions serve?
   c. how do institutions reflect the society of which they are a part?
   d. how do leaders work within institutions?
5. To understand the body of beliefs, attitudes, values and goals underlying the political system: the concept of ideology.
   a. what beliefs and values govern political life?
   b. how do the political institutions reflect the ideology.

III. TEXTS:

AMERICAN GOVERNMENT, Ludlum, Patterson, Jeffery, & Schick, Houghton Mifflin
AMERICAN GOVERNMENT
POLITICS: THE AMERICAN WAY OF LIFE, Rubicoff & Newman, Allyn & Bacon
COMPARATIVE POLITICAL SYSTEMS, Holt Inquiry Series

IV. COURSE OUTLINE

Unit 1: Introduction (1 week)

A. Objectives:

1. To understand the nature and the necessity of government.
2. To introduce and analyze various ideologies: anarchy, totalitarianism, democracy, socialism.
3. To know that the existence of government requires some restraint on individual rights.
4. To know that the point at which the protection of individual liberties interferes with the government's responsibility to protect the safety of the general community is not always clear and must be interpreted in light of the circumstances surrounding each case.

B. Discussion:

1. Why Government? "Government of laws not of men." Why?
   a. Discuss Anarchy vs. Totalitarianism
   b. Is democracy a workable solution?
      1. people are free but governed by laws
      2. need for organized and structured government
   c. Are we moving toward socialism today?

C. Materials:

1. Books:
   1984, Orwell
   ANIMAL FARM, Orwell
   EVOLUTION OF POLITICAL THOUGHT, C. Parkingson
   TOTALITARIANISM, Carl Friedrich
   THE AMERICAN SOCIETY IN ACTION, Riddle
   HUMAN RIGHTS, Human Rights Commission
   POWER, POLITICS AND PEOPLE, C. Wright Miles
   AMERICA IN PERSPECTIVE, Commager
   LORD OF THE FLIES, Golding

2. Films:
   F166 WHY WE RESPECT THE LAW
   F343 CHALLENGE OF IDEAS
   F878 THE HOAXTERS
   F1244 INTERROGATION AND COUNSEL

3. Filmstrips:
   FS1859 HOW GOVERNMENT HELPS THE PEOPLE
   FS1855 HOW LAWS PROTECT THE PEOPLE
   FS2175 EQUALITY BEFORE THE LAW

V. UNIT II: UNIQUENESS OF THE AMERICAN EXPERIMENT

A. Objectives:

1. To recognize that the American political system was a unique answer to problem of government.
2. To understand that the "melting pot" make-up or our population necessitated the development of a political system which synthesized many different political ideas, but was essentially our own working relationship.

B. Discussions:

1. Uniqueness of the American experiment—democracy, compromise of ideas.
2. Melting pot
3. We borrowed ideas but it is OUR working relationship
4. Creative growing organism - how do we keep it so?
   a. consent of the governed
   b. majority rule - minority rights
   c. Bill of Rights and Constitution
   d. reform vs. revolution

C. Materials:

1. Books:
   THE AMERICAN SOCIETY IN ACTION, Riddle
   A MORE PERFECT UNION, Hammond and Belasco
   THE U.S. CONSTITUTION IN PERSPECTIVE, Heathcock
   POWER, POLITICS AND PEOPLE, C. Wright Miles
   NATION OF IMMIGRANTS, J. F. Kennedy
   U.S POLITICAL SYSTEM, David Coyle
   IMMIGRATION, Handlin
   AMERICA IN PERSPECTIVE, Commager

2. Films:
   F122 CONSTITUTION OF THE UNITED STATES
   F55 THE DECLARATION OF INDEPENDENCE

3. Filmstrips:
   XFS2 WOODROW WILSON: IDEALISM IN AMERICAN DEMOCRACY
   XFS43 A NATION OF IMMIGRATION

4. Simulation Games:
   AMERICAN CONSTITUTIONAL CONVENTION, Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611

VI. UNIT III: PRINCIPLES OF AMERICAN DEMOCRATIC IDEOLOGY

A. Objectives:

1. To be able to analyze the philosophical underpinnings of our political system.
2. To know that the United States Constitution reflects the belief in the dignity of the individual and that government should protect men's rights to life, liberty, and property.

B. Discussions:

1. Compact theory of government
2. Right of revolution
3. Natural inalienable rights
4. Dignity of individual
5. Popular sovereignty
6. Limited government
7. Republican or representative form of government
8. Federalism
9. Separation of powers
10. Judicial review
11. Majority rule - minority rights
12. Equality of opportunity

C. Materials:

1. Books:
   THE FEDERALIST PAPERS, Hacker (ed.)
   THE AMERICAN SOCIETY IN ACTION, Riddle
   POWER, POLITICS AND PEOPLE, C. Wright Mills

2. Films:
   F122 THE CONSTITUTION OF THE UNITED STATES
   F647 UNDERSTANDING THE LAW--EQUAL JUSTICE FOR ALL

3. Filmstrips:
   FS2012- THE NATURE OF DEMOCRACY Series
   2018
   DEMOCRACY AT WORK
   FREEDOM OF RELIGION
   EQUALITY BEFORE THE LAW
   TAKING PART IN GOVERNMENT
   FREEDOM OF EXPRESSION
   EDUCATION
   BY AND FOR THE PEOPLE

4. Tapes:
   T251 IDEAS BEHIND THE CONSTITUTION
   T252 EXPERIMENTS IN CONSTITUTIONAL GOVERNMENT
   T253 THE CONSTITUTIONAL CONVENTION, 1787
   T254 RATIFICATION

5. Simulation Games:
   ALLEGIANCE (Game based on Constitution), Products of Behavioral Sciences, P.O. Box 1176, Palo Alto, Calif.

VII. UNIT IV: ROLE OF THE AMERICAN CITIZEN

A. Objectives:

1. To be able to analyze the myriad of rights granted individuals in the Bill of Rights.
2. To know that the only limits on individual rights are advocating overthrow of the government by force and infringing on the rights of others.
3. To understand that individuals exert political influence through exercising the vote, pressure groups, political parties, and mass media.
4. To understand that political parties are kept responsible to the general electorate by their desire to win elections and restrained from abusing their political power by the existence of opposing factions strong enough to take power away from the party in power.
5. To become aware that the extent to which individuals use the political influence available to them is related to their interest in what is happening, how important they feel the decision is, and the amount of information they have concerning the decision.
6. To understand that individuals have access to a great deal of political information representing a number of different points of view.
7. To know that a large percentage of eligible voters do not exercise their power to influence political decisions.
8. To be able to analyze the causes of political alienation and to formulate hypotheses on how best to eliminate it.

B. Discussions:

1. Civil Rights and responsibilities
   a. nature of civil rights
   b. Due Process Clause
   c. freedom and security of person
   d. freedom of expression
   e. fair treatment under the law
   f. riots -cities and campuses
2. Public Opinion
   a. how do we shape national policy?
   b. involvement vs. apathy
3. Political parties and pressure groups

C Materials:

1. Books:

THE AMERICAN SOCIETY IN ACTION, Riddle
CIVIL LIBERTIES, Parker & O'Neil
HUMAN RIGHTS, Human Rights Commission
POWER, POLITICS AND PEOPLE, C. Wright Mills
BALLOTS AND BANDWAGONS, Ralph Martin
THE CONVENTION, Kueble & Bailey
THEY ALSO RAN, Irving Stone
THE HIDDEN PERSUADERS, Vance Packard
CIVIL RIGHTS AND LIBERTIES, Bernard Ludwig
THE LAST HURRAH, Edwin O'Connor
POLITICS: THE AMERICAN WAY, Abraham Ribicoff
THE MAKING OF THE PRESIDENT: 1960, Theodore White
PARTIES AND POLITICS IN AMERICA, Rossiter
POLITICAL PARTIES, Robert Michels
THE PRESS, A. Liebling
PRESIDENTIAL ELECTIONS, Polsby & Wilovsky
TEN MAJOR ISSUES IN AMERICAN POLITICS, Hofstadter
POLITICS OF NATIONAL PARTY CONVENTIONS, David, Goldman, Bain

2. Films:
   F661 PRESSURE GROUPS
   F758 TRUE STORY OF AMERICAN ELECTIONS
   F202 AROUND THE TABLE
   F812 THE CIVIL WAR: POSTWAR PERIOD

3. Filmstrips:
   FS1222 THE CITIZENS AGENCIES
   FS1853 CITIZENS IN OUR DEMOCRACY
   FS1471 CONGRESS AND THE VOTERS
   FS692 ELECTING A PRESIDENT
   FS1745 THE PEOPLE'S CHOICE
   FS2165 CITIZEN INVOLVEMENT
   XFS97 THE THIRD HOUSE: WASHINGTON LOBBYISTS AT WORK

4. Simulation Games:
   PLANS (Members of interest groups use influence to change U.S. society), Simile II, P.O. Box 1023, La Jolla, Calif. 92037 $35.00
   PROPAGANDA, Wff'n Proof Publishers, Box 71, New Haven, Conn. 06051 $6.50
   SIMSOC (Citizens of simulated society dealing with problems of conflict), Free Press, 866 3rd Ave., N.Y., N.Y. 10022 $3.95
   SITTE (5 interest groups use influence to change mythical cities), Simile II
   VOTES (Simulated political convention), David Yount & Paul deKock, El Capitan H. S., P.O. Box 698, Lakeside, Calif. 92040

VIII. UNIT V: AN ANALYSIS OF THE FEDERAL SYSTEM

A. Objectives:

1. To know that in the United States political power is divided among many political institutions, between national and state governments, and among the three branches of government.
2. To be able to analyze the makeup, functions, and powers of several federal political institutions — the Congress, the Presidency, and the Supreme Court — and be able to understand the relationship between them.

B. Discussion:

1. The influence and operation of Congress - is it changing?
   a. Power struggle
   b. Seniority
   c. Lobbies
   d. Congressional committees
   e. Checks and balances
   f. Ethics and censorship
2. The power of the Presidency
   a. The office and the man--changing role
   b. The power of the office--how he makes a decision
      1. the Cabinet
      2. personal advisers
      3. military
      4. agencies - bureaucracy immensity?
   c. The Third House - Presidency and Congress - his ability to pursuade
   d. Role of President as a world leader - most powerful office in the world?
   e. Life in the White House

3. The Supreme Court - a judge or lawmaker?
   a. The changing role
   b. Judge, lawmaker or both?
      i.e. Study decisive cases
      1. right of prayer in school
      2. integration
      3. rights of the accused
      4. etc.
   c. Judges - impartial of times or reflective of times?
   d. Liberal courts - elastic - growth of power and status from original concept
   e. The Untouchables?
      1. checks and balances on the Supreme Court
      2. ethics

C. Materials:

1. Books:
   a. Congress
      CONGRESS: POWER AND PURPOSE ON CAPITOL HILL, Lahr & Theis
      ADVISE AND CONSENT, Drury
      CAPABLE OF HONOR, Drury
      AMERICAN SOCIETY IN ACTION, Riddle
      SENATE ESTABLISHMENT, Joseph Clark
      U.S. SENATORS AND THE WORLD, Matthews
      LEGISLATORS AND LOBBYISTS, Congressional Quarterly Service
      THE GRAND INQUEST, Taylor
      PARKINSON'S LAW, C. N. Parkinson
   b. The Presidency
      THE AMERICAN PRESIDENCY, Rossiter
      DECISION MAKING IN THE WHITE HOUSE, Sorenson
      THE OLIVE BRANCH OR THE ARROWS, Sorenson
      THE MAKING OF THE PRESIDENT: 1960, White
      THE MAKING OF THE PRESIDENT: 1964, White
      THE PRESIDENCY: OFFICE OF POWER, Jack Bell
      SEVEN DAYS IN MAY, Bailey & Kneble
      THE INVISIBLE GOVERNMENT, Wise & Ross
      THE DEATH OF A PRESIDENT, Manchester
      PROFILES IN COURAGE, J. F. Kennedy
      PRESIDENTIAL POWER, Neustadt
      THE AMERICAN PRESIDENCY, Laski
      THE AMERICAN SECRETARY OF STATE, DeConde
      OUR COUNTRY'S PRESIDENTS, National Geographic
      BOOK OF PRESIDENTS, TWO VOLS., American Heritage
      AMERICAN SOCIETY IN ACTION, Riddle
      THE MAN, Ross
      THE 480, BURDICK
      DIPLOMAT AMONG WARRIORS, Murphy
      LBJ: MAN AND PRESIDENT, Zeiger
      THE LYNDON JOHNSON STORY, Mooney
   c. The Supreme Court
      AMERICAN SOCIETY IN ACTION, Riddle
      LAW AND POLITICS, Frankfurter
      THE CASES OF SACCO AND VANZETTI, Frankfurter
      THE SUPREME COURT IN AMERICAN LIFE, Leonard James
      FACES OF JUSTICE, Bedford
      GIDEON'S TRUMPET, A. Lewis
      A MORE PERFECT UNION, Hammond & Belasco
      CIVIL LIBERTIES, Parker & O'Neil
      CIVIL RIGHTS AND CIVIL LIBERTIES, Ludwig
      INHERIT THE WIND, Lawrence & Lee

2. Films:

F617 A LAW IS MADE
F118 HOW A BILL BECOMES A LAW
F642 THE PRESIDENT
F616 A PRESIDENT'S POWER CONTESTED
F795 SPEAKER OF THE HOUSE
F846 PROFILES IN COURAGE, WOODROW WILSON
F620 F.B.I.
F827 SUPREME COURT
F121 T-MEN OF THE TREASURY
F120 THE WHITE HOUSE
F927 WASHINGTON, CITY OF THE WORLD
F1235 THE LOST GENERATION OF PRINCE EDWARD COUNTY – EQUALITY UNDER THE LAW
F647 UNDERSTANDING THE LAW--EQUAL JUSTICE FOR ALL
F1236 JUSTICE UNDER LAW--THE GIDEON CASE
F1180 AMERICAN PRESIDENCY--WASHINGTON TO NIXON

3. Filmstrips:

FS1471 CONGRESS AND THE VOTERS
FS692 ELECTING A PRESIDENT
FS1859 HOW GOVERNMENT HELPS THE PEOPLE
FS1834 THE MAN IN THE WHITE HOUSE
FS2226-2230 OUR NATION GOVERNMENT; HOW IT FUNCTIONS Series
THE PRESIDENCY
POLITICAL PARTIES
CONGRESS OF THE U.S.
FEDERAL JUDICIARY
FS2134 KENNEDY CHARTS HIS COURSE
FS2159 THE WAR AGAINST POVERTY
XFS48 THE PEOPLE'S CHOICE
XFS13 PORTRAIT OF A CABINET MEMBER: STEWART L. UDALL, SECRETARY OF THE INTERIOR
XFS45 PORTRAIT OF A FRESHMAN CONGRESSMAN
XFS18 THE HONORABLE COURT--THE SUPREME COURT OF THE UNITED STATES
XFS14 THE VICE PRESIDENCY: IN ACTION AND EVALUATION
XFS92 PORTRAIT OF A DIPLOMAT
XFS94 FOREIGN AID
FS2567S JOHN KENNEDY
XFS44 DWIGHT D. EISENHOWER
XFS1 FRANKLIN DELANO ROOSEVELT

4. Simulation Games:

DEMOCRACY (Composite of 8 different games on the legislative process), Western Publishing Co., Inc., 3295 Dias Dr., San Jose, Calif. 95122, $6.50
CONGRESSIONAL COMMITTEES, Science Research Assoc., 259 E. Erie Street, Chicago, Ill. 60611
CONGRESSMAN AT WORK, same as above.
NAPOLI (Players serve as members of legislature representing parties and regions), Simile II, P.O. Box 1023, La Jolla, Calif. 92037
PRESIDENTIAL ELECTION CAMPAIGN, Science Research Assoc.
SIMULATION OF AMERICAN GOVERNMENT (Roles played by federal officials & pressures upon them), Dale M. Garvey, Dept. of Social Studies, Kansas State Teachers College, Emporia, Kansas
THE GREAT GAME OF LEGISLATURE, Prof. James Coleman, Sociology Dept., Johns Hopkins Univ., Baltimore, Md.
ELECTION: U.S.A. (Board game based on electoral college), School Service, $8.95

IX. UNIT VI: STATE AND LOCAL GOVERNMENT

A. Objectives:

1. To be able to analyze and understand the implications of the states-rights versus federal government controversy.
2. To understand the relationship between federal, state, and local authorities.
3. To be able to evaluate the institutions at the state and local level.
4. To know that decisions reached by state legislatures represent a consensus of individuals representing a number of varied and conflicting interests while decision-making at the local level represents responses to the will of the general public.
5. To be able to generalize about how local governments can be both "close to the people" and competent to cope with the great problems it faces.
6. To be able to analyze several specific problems facing the state of Alaska and Anchorage Borough and to formulate hypotheses offering tentative solutions.

B. Discussion:

1. States Rights vs. Federal Government
   a. Delegated powers of Federal vs. Reserve powers of State
   b. Decisive cases involving state rights
   c. State constitutions need modernizing?
2. State government
   a. Very brief comparison of Alaska state government to Federal Government
   b. Uniqueness of Alaskan state government
   c. Vital issues of State and Local government – problem solving approach
      1. impact of oil exploration and development – power influence of big business on State government
      2. conservation vs. exploitation
      3. transportation
      4. Native land claims – land freeze
      5. relocation of Capitol
      6. voting age
      7. taxation
      8. poverty
      9. Borough question – revitalizing
      10. appointed or elected officials – managerial plan or elected officials
      11. Constitution – should it be changes?

C. Materials:

1. Books:
   a. States Rights
      A MORE PERFECT UNION, Hammond & Belasco
      THE SUPREME COURT IN AMERICAN LIFE, Leonard James
      CIVIL LIBERTIES, Parker & O'Neil
      THE INVISIBLE GOVERNMENT, Wise & Ross
      AMERICAN SOCIETY IN ACTION, Riddle
      CIVIL RIGHTS AND CIVIL LIBERTIES, Bernard Ludwig
      CONSCIENCE OF A CONSERVATIVE, Goldwater
      WHERE I STAND, Goldwater
      A PROGRAM FOR CONSERVATIVES, Tower
      THE LIBERAL PAPERS, J. Roosevelt
      A TIME FOR ACTION, LBJ
      THE PUBLIC PHILOSOPHY, Lippman
      PARKINSON'S LAW, C. N. Parkinson
      TO SEEK A NEWER WORLD, R. F. Kennedy
   b. State Problems
      KNOW YOUR STATE GOVERNMENT, League of Women Voters
      WESTERN POLITICS, Jonas, U. of Utah Press
      OUR STATE LEGISLATURES, Herzberg & Chartock

2. Films:
   F602 STATE LEGISLATURE
   F251 TIMBER AND TOTEM POLE
   F818 THE ALASKA HIGHWAY
   F1045 THE UPROOTED NATION

3. Filmstrips:
   FS2138 CITY AND STATE
   XFS17 CITIES, U.S.A.

4. Simulation Games:

COMMUNITY DISASTER (Community hit by natural disaster), Western Publishing Co., Inc., 3295 Dias Dr., San Jose, Calif. 95122, $30.00

CAMPAIGN (Political simulation of a state legislative race in a two-party system), Instructional Simulations, Inc., 2147 University Ave., St. Paul, Minn. 55114, $125.00

COMPASS (Community simulation focusing upon priority formation in developing model city), Instructional Simulations, Inc.

DIRTY WATER (Water pollution threatens ecological balance, board game), Educational Products Div., P.O. Box 4762, Clinton, Iowa 52732, $6.50

IMPACT (Shows selected community action and problem solving), Instructional Simulations, Inc., $160.00

GHETTO Western Publishing Co., Inc., $20.00

SMOG (Deals with problems of pollution, zoning, population, industrial growth, board game), Educational Products Div., $10.00

TRACTS (Community socio-political simulation controversy over planning and land use), Instructional Simulations, Inc., $39.00

CITY I (Metropolitan urban development through actions of entrepreneurs), Washington Center for Metropolitan Studies, 1717 Massachusetts, Washington, D.C., $15.00

C.L.U.G. (Urban development environment, board game), Systems Gaming Assoc., A1-2 Lansing Apt., 20 N. Triphammer Road, Ithaca, N.Y. 14850, $125.00

CONFRONTATION (Student-establishment crisis), John Hansen Co., Western Merchandise Mart, 1355 Market Street, San Francisco, Calif. 94103, $6.00

REGION (8 teams work with urban growth and development), Washington Center for Metropolitan Studies, $3.00 per man

SECTION (Simulation of legislative decision making--state representatives and citizens in mythical state), Macmillan Co., part of High School Geography Project

METRO (Includes conflicts between interests of education, business, politicians, and community planners), Richard D. Duke, METRO Project of the Tri-County Regional Planning Commission, 535 N. Clippert St., Lansing, Mich. 48912

CITIES GAME (Focuses on problems of today's cities), "Psychology Today" Games, Box 4762, Clinton, Iowa 52732

DIGNITY (Deals with problems of living in a ghetto), Friendship Press, 475 Riverside Dr., N.Y., N.Y. 10027

BLACKS AND WHITES, "Psychology Today" Games

METROPOLITICS (Students take roles in city), Simile II, $3.00

Level 2-3-4

ANCIENT CIVILIZATION 7101

I. COURSE DESCRIPTION

This course will be a study of early man. It will emphasize the economic, political, social, and cultural elements of prehistoric man and the civilizations of Egypt, Mesopotamia, Yellow River Valley, Indus River Valley, and the Mayas.

II. OBJECTIVES

A. To study how man lived in the past.
B. To recognize the social, political, and cultural contributions of ancient civilizations.
C. To comprehend the elements of change -- how and why they occur.
D. To recognize how the past has influenced the present.
E. To develop skills in critical thinking.
F To establish that there is an interrelationship of the various elements of culture.
G. To formulate a hypothesis concerning the effect of cultural diffusion on other cultures.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
ORIENTAL HERITAGE, Durant, W.
ANCIENT TIMES TO 1815, Panorama of the Past, Vol. 1
ANCIENT WORLD, Stewart, Z.
WESTERN CIVILIZATION, Burns, E., Vol. 1
VOICES OF THE PAST, Readings in Ancient History, Macmillan Publishing Company, Part 1-6
LEGACY OF THE ANCIENT WORLD, DeBurgh
ANVIL OF CIVILIZATION, Cottrell
DEAD SEA SCROLLS, Alleger, J. M.
THE HUMAN ACHIEVEMENT, Petrovich and Curtin
A WORLD HISTORY, Roselle
MEN AND NATIONS, Mazour and Peoples
OUR WORLD THROUGH THE AGES, Platt and Drummond
ANCIENT AND MEDIEVAL HISTORY, Magoffin and Duncalf
BIRTH OF CIVILIZATION IN THE NEAR EAST, Frankfort

B. Simulation Games:
DIG (Simulation of archaeology, two competing teams recreate cultures), Interact, P.O. Box 262, Lakeside, California 92040, $10.00
SUMARIAN GAME (Player assumes the role of Ruler), Board of Cooperative Educational Services, Westchester County, Yorktown Heights, N.Y. 10598
ATLANTIS (Reconstruction utilizing artifacts of mythical or prehistoric city), Real World Learning, 134 Sunnydale Ave., San Carlos, Calif. 94070, $2.00

C. Films and Filmstrips:
F726 DEBT TO THE PAST
F611 PRIMITIVE MAN IN OUR WORLD
FS193-208 EPIC OF MAN SERIES
FS1544-149 RISE OF CIVILIZATION
F604 ANCIENT CITIES OF THE PAST

IV. COURSE OUTLINE & SUGGESTED APPROACHES

A. Conditions of civilizations
   1. Definition
   2. Economic – racial – psychological, causes of decay of civilization

B. Economic elements of civilization
   1. Hunting to tillage – domestication of animals – agriculture
   2. Foundations of industry
      a. Fire
      b. Primitive tools
      c. Building
      d. Trade
   3. Economic organization
      a. Primitive communism
      b. Causes of disappearance
      c. Origins of private property
      d. Slavery

C Political elements of civilization
   1. The family
   2. Origins of government
   3. The state
   4. Laws

D. Social elements of civilization
   1. Marriage
   2. Social morality
   3. Religion
      a. Source of religion
      b. Objects of religion
      c. Methods of religion
      d. Moral functions of religion

E. Cultural elements of civilization
   1. Language
   2. Science
   3. Arts

F. Prehistoric beginnings of civilization
   1. Paleolithic culture
   2. Neolithic culture
   3. Coming of metals
   4. Writing
   5. Cradle of civilization

G. Specific areas of study
   1. Sumeria
   2. Egypt
   3. Babylonia
   4. Assyria
   5. Judea
   6. Persia
   7. Yellow River Valley
   8. Indus River Valley
   9. Mayas

CLASSICAL CIVILIZATION 7102

I. COURSE DESCRIPTION

This course deals with the cultures of Greece, Rome, and China. Students undertake work dealing with the characteristics of these cultures to discover what factors made these great civilizations and the contributions of each to our world today.

II. OBJECTIVES

A. To develop research skills and skills in critical thinking.
B. To be able to analyze and list the elements of these cultures that persist to this day.
C. To develop a theory relating to the effect of geography upon the particular emerging culture of the area.
D. To be able to establish the relationship of the individual to his society and to compare this relationship with the individuals in the other classical civilizations.
E. To establish the effect of religion on the development of the civilization as to its positive and negative aspects.
F. To formulate a theory explaining why a given civilization developed a particular form of social, political, and economic system.

III. OPTIONAL SOURCES AND MATERIALS

A. Books:
OUR WIDENING WORLD, Ewing
GLOBAL HISTORY OF MAN, Stavrianos
READINGS IN WORLD HISTORY, Stavrianos
MAINSTREAMS OF CIVILIZATION – Ancient Civilizations, Hayes and Hanscom
ORIENTAL HERITAGE, Durant, W.
ANCIENT TIMES TO 1815, Panorama of the Past, Vol. 1
ANVIL OF CIVILIZATION, Cottrell
DEAD SEA SCROLLS, Alleger, J. M.
THE HUMAN ACHIEVEMENT, Petrovich and Curtin
A WORLD HISTORY, Roselle
MEN AND NATIONS, Mazour and Peoples
OUR WORLD THROUGH THE AGES, Platt and Drummond
ANCIENT AND MEDIEVAL HISTORY, Magoffin and Duncalf
THE ROMAN WAY, Hamilton, Edith
THE GREEK WAY, Hamilton, Edith
CLASSICAL AGE, Casson, E.
USES OF THE PAST, Mueller
CAESAR AND CHRIST, Durant, W.

B. Films:
RISE OF ROMAN EMPIRE
SPIRIT OF ROME
TALES OF OLD GREECE
ANCIENT GREECE
EPIC OF MAN

OLD WORLD BACKGROUNDS OF AMERICAN HISTORY
RISE OF CIVILIZATIONS

IV. COURSE OUTLINE (TOPICAL)

A. Geography
   1. Effect of location
   2. Adaptions to environment
   3. Distribution of population
   4. Flow of goods and people
   5. Strategic consideration

B. Government
   1. Institutions
   2. Individual's relation to government
   3. Concepts of justice and law
   4. Imperialism

C. Philosophy
   1. Beliefs
   2. Relation to behavior
   3. Political implications

D. Society
   1. Structure
   2. Cultural patterns
   3. Traditions and mores
   4. Education
   5. Population trends
   6. Minorities
   7. Group relations

E. Economics
   1. Resources
   2. Specialization
   3. Distribution of wealth
   4. Patterns of employment-unemployment
   5. Role of government
   6. Domestic and foreign trade

Level 2-3-4

COMPARATIVE RELIGIONS 7103

I. COURSE DESCRIPTION

This course will compare and contrast the world's religions concentrating upon related philosophical thought and their economic, political and social influences. Basic area of study will be Christianity, Hinduism, Buddism, Islam and Judaism.

II. OBJECTIVES

A. To develop a respect for religions other than their own.
B. To examine religious involvement in political and social issues today.
C. To establish how each religion has answered the basic questions facing mankind.
D. To establish the historical origins, development and basic philosophy of each religion.
E. To compare and contrast the philosophy, practices, and beliefs of the major religions.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
THE GREAT RELIGIONS, Ross, Floyd
WORLD'S GREAT RELIGIONS, The Life Series
HISTORY OF OUR WORLD, Boak
THE BELIEVING WORLD, Edward Jurdi
RELIGIONS AND MANKIND, Hans Schoeps
HOW THE GREAT RELIGIONS BEGAN, Gaer, Joseph
ORIENTAL HERITAGE, Durant, Will
CAESAR & CHRIST, Durant, Will
RELIGIONS OF THE WORLD, The Life Series
RELIGIONS IN AMERICA, Rosten, Leo
CHRISTIANITY AND THE ENCOUNTER OF THE WORLD RELIGIONS, Tillich, Paul
ISLAM, Rahman
RELIGIONS OF THE HINDUS, Kenneth Morgan
BASIC JUDAISM, Milton Steinberg
DHAMMAPODA, P. Lal
THE WAY OF ZEN, Alan Watts

B. Filmstrips:
FS2298- RELIGIONS AROUND THE WORLD
2301
FS2292- THE WORLD'S GREAT RELIGIONS
2297

VI. COURSE OUTLINE

A. Religions today – spheres of influence
1. Christianity
2. Hinduism
3. Buddism
4. Islam
5. Judaism
6. Primitive religions
7. Others

B. Basis of belief
1. Origins of belief
2. Basic scriptures
3. Fundamental thought

C. Growth and development
1. Missionary zeal
2. Protestant Reformation – Counter-Reformation
3. Influence on nation – political, economic & social

D. Similarities and differences
1. One God theory
2. Organization of church structure and ritual
3. Ecumenical movement today

LATIN AMERICAN STUDIES 7104

I. COURSE DESCRIPTION

This course will revolve around the "Winds of Change" and social revolution occurring in Latin America today. The emphasis will be on the significant and often dramatic changes in the social, economic, and political realm in the twentieth century. Case studies will deal with such nations as Cuba, Mexico, and Brazil.

II. OBJECTIVES

A. To understand and be able to hypothesize about the concept of social revolution versus traditional revolution.
B. To understand the causes and results of the social, economic, and political changes taking place in Latin America.
C. To be able to evaluate the effect of geography on the historical development of Latin America.
D. To analyze the effects of the Pre-columbian and the Colonial experience on the culture of Latin America.
E. To be able to compare and contrast the racial patterns and prejudices in Latin America and the United States.
F. To be able to analyze the effect of modernization and industrialization on undeveloped countries.
G. To understand the tremendous struggle between tradition and modernization.
H. To formulate a hypothesis establishing the feasibility of democratic government in Latin America.
I. To be able to analyze past and present inter-American policy to understand its relationship to present issues and problems.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

LATIN AMERICA, Alexander, Robert J. - Multi-text
LATIN AMERICA, Stavrianos & Blankstein
TODAY'S LATIN AMERICA, Alexander, Robert J.
ANGLO-AMERICAN LATIN AMERICA, Webb, Kempton, E., Lyons, Marion, & Dicker, David
COMMUNISM IN LATIN AMERICA, Alexander, Robert J.
LATIN-AMERICAN POLITICS & GOVERNMENT, Macdonald, Austin F.
UNITED STATES & LATIN AMERICAN ECONOMY, Woytinsky, W. S.
POLITICAL CHANGE IN LATIN AMERICA, Johnson, John
GOVERNMENT & POLITICS IN LATIN AMERICA, Gomez, R. A.
STRUGGLE FOR DEMOCRACY IN LATIN AMERICA, Alexander, Robert and Charles O. Porter
EDUCATION IN LATIN AMERICA, Smith, Henry L., and Littell, Harold
THE LATIN AMERICAN POLICY OF THE UNITED STATES, Bemis, Samuel E.
THE AMERICAS: THE SEARCH FOR HEMISPHERIC SECURITY, Durggan, Lawrence
INSIDE SOUTH AMERICA TODAY, Gunther
LATIN AMERICA, Cambridge Edition
DIARY OF CHE, Ramparts

B. Films:

F33 PANAMA CANAL
F1069 BRAZIL
F845 CASTRO
F403 THE AMAZON
F401 ARGENTINA
F1087 ARGENTINA – PORT CITY AND THE PAMPA
F324 BRAZIL – PEOPLE OF THE HIGHLANDS
F346 FARMING IN NORTH AND SOUTH AMERICA
F297 GEOGRAPHY OF SOUTH AMERICA
F97 LIFE IN HAITI
F109 MEXICO – GEOGRAPHY OF THE AMERICAS
F46 WEST INDIES – GEOGRAPHY
F1069 BRAZIL
8mm101 CITY LIFE IN COLOMBIA
8mm89 CITY LIFE IN MIDDLE AMERICA
8mm105 EMERALD MINING
8mm104 THE GOLD MUSEUM
8mm102 AN INDIAN MARKET IN COLOMBIA
8mm99 THE PANAMA CANAL
8mm90 PEOPLE OF MIDDLE AMERICA
8mm85 PROGRESS IN MIDDLE AMERICA
8mm94 RURAL FESTIVALS IN MIDDLE AMERICA
8mm95 RURAL HOMES OF MIDDLE AMERICA
8mm88 RURAL LIFE IN MIDDLE AMERICA

C. Filmstrips:

FS2080 GROWTH IN NATIONAL POWER, Pan American Union
FS2086 NEW CURRENTS IN LATIN AMERICA
FS2436-2444 SOUTH AMERICA (URUGUAY, PARAGUAY, AND THE GUINEAS)
FS2345-2348 SOUTH AMERICA – ALONG THE ANDES
FS2349-2353 SOUTH AMERICA – EASTERN AND SOUTHERN LANDS
FS2445-2452 SOUTH AMERICA – THE ANDREAN NATIONS
FS2154 FERMENT IN LATIN AMERICA

IV. COURSE OUTLINE

A. Introduction
   1. Geography
   2. Historical events from Precolombian to present

B. Government
   1. Constitutional democracy vs. dictatorial reality
   2. Social revolution vs. traditional revolution
   3. Political parties
   4 Alliance of church, landowners, military

C. Social Development
   1. Two classes – two worlds
   2. Class structure factors:
      a. Birth
      b. Culture
      c. Economic status
      d. Education
   3. Effect of modernization
   4. Influence of religion
   5. Education
   6 Immigration

D. Economics
   1. Land ownership
   2. Land reform
   3. Tradition vs. modernization
   4. Revolution of rising expectations
   5. Haves vs. have nots
   6. Foreign economic control
      a. Capital
      b. Alliance for Progress
      c. Nationalization of industry

E. U.S.-Latin American Relations
   1. Monroe Doctrine
   2. "Big Stick" policy
   3 'Dollar Diplomacy"
   4. Wilsonian perioo
   5. 'Byrne's Formula"
   6. Good Neighbor policy – Pan Americanism
   7. O.A.S. and Alliance for Progress

F. Case Studies
   1. Cuba
   2. Chile
   3. Mexico
   4. Brazil
   5. Argentina
   6. Haiti

POST-WAR EUROPE 7105

I. COURSE DESCRIPTION

This course will survey the problems European countries face in today's modern world, many created by World War II, and the attempts to find a new means of security. The Cold War and its implications will be covered extensively.

II. OBJECTIVES

A. To understand the development of the Cold War.
B. To compare economic and political conditions of Eastern and Western Europe.
C. To analyze the process of economic integration by comparing the objectives and operations of the Common Market and Comicon.
D. To compare and contrast NATO and the Warsaw Pact.
E. To explain various specific European problems, i.e., Berlin, northern Ireland, etc.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

WESTERN EUROPE AND THE COMMON MARKET, EASTERN EUROPE: THE SOVIET SATELLITES AND OTHER EUROPEAN COMMUNIST STATES, Calderwood
AN ATLAS OF EUROPEAN AFFAIRS, Kingsbury
THE ATLANTIC COMMUNITY REAPPRAISED, Connery
THE GERMAN CATASTROPHE, Meinecke, (Not about post war Germany but valuable background of influences which led to the rise and ruin of Hitler)
WESTERN EUROPE, (Multi-text)
THE BALKANS, Stavrianos
EASTERN EUROPE IN THE SECT, Fischer-Galati
THE BRIDGE AT ANDAU, Michener
CONVERSATIONS WITH STALIN, Djilas
ALBANIA AND THE SINO-SOVIET RIFT
BRITAIN IN THE 60's, Theobald
THE END OF EMPIRE, Strachey
INSIDE EUROPE TODAY, Gunther
AMERICA'S STAKE IN WESTERN EUROPE, Foreign Relations Project, NCACSS
AN INVENTORY OF SOURCE MATERIAL ON EUROPE, National Council for Geographic Education
COMMON MARKET, John Brooks
EUROPE AT SIXES AND SEVENS: THE COMMON MARKET, THE FREE TRADE ASSOCIATION
THE UNITED STATES, Emile Benoit
STRUGGLE FOR EUROPE, Chester Wilmot
BENELUX COUNTRIES, AN HISTORICAL SURVEY, F. Gunther Eyck
ELEMENTS OF MODERN EUROPEAN HISTORY, Sidney A. Burrell
FATAL DECISIONS, Freiden and Richardson
MAKING OF EUROPE, Christopher Dawson
NATO, A TWENTIETH CENTURY COMMUNITY OF NATIONS, Massimo Salvidori
UNDERSTANDING EUROPE, Christopher Dawson
INSIDE EUROPE, John Gunther
THE ATLANTIC COMMUNITY REAPPRAISED, Connery

B. Films:

See Eastern Europe:

F656 POLAND: LAND UNDER COMMUNISM
POLAND AND THE SOVIET POWER: 1961
F893 AFTERMATH OF WW II: PROLOGUE TO THE COLD WAR
CZECHS: FROM MUNICH TO MOSCOW
F458 GERMANY: PEOPLE OF THE INDUSTRIAL WEST
F249 THE BATTLE OF BRITAIN
F608 RUSSIAN LIFE TODAY – INSIDE THE SOVIET UNION
F119 OPERATION VITTLES (BERLIN AIRLIFT)
F213 THE TWISTED CROSS

F610 IRON CURTAIN LANDS
F1182 FOCUS ON BERLIN
F1178 CHANGING FACE OF FRANCO'S SPAIN
F1272 CHANGING FACE OF EASTERN EUROPE

C. Filmstrips:
FS618 DIVIDED GERMANY: PIVOT OF THE COLD WAR
FS656 CHALLENGE FOR FRANCE
FS1180 FOCUS ON BERLIN
FS61 GEOGRAPHIC BACKGROUND OF BRITAIN
FS62 HISTORIC BACKGROUND
FS63 BRITISH PEOPLE, THE FOOD PROBLEMS, PROBLEMS TODAY
FS656 POLAND: LAND UNDER COMMUNISM

D. Simulation Games:
EUROCARD, Marct Co., $5.00

COURSE OUTLINE

A. Reconstruction after WW II and how it developed into an East-West bloc conflict
1. Marshall Plan
2. Iron Curtain
3. Berlin Crisis and "Airlift" of 1948-49
4. Eastern communist bloc dominated by USSR
5. Western bloc backed by the U.S.

B. From British Empire to British Commonwealth
1. Britain – from dominant role of manufacturer to "equal partner" concept
2. Troubles within the British Isles
a. Independence movements
b. Religious trouble in Northern Ireland
c. Racial policies of Parliament

Military cooperation since WW II
1. West – NATO
a. Rearming Germany
b. Multilateral striking force
c. Charles DeGaulle at the Force de Frappe – independent nuclear striking force
d. Reassessments of Western European military commitments for the 1970's and the U.S. changing role
2. East - Warsaw Pact
a. Albania defection
b. Yugoslavia's independence
c. Hungarian Revolution of 1956
d. Czechoslovakia in 1968

D. Economic Cooperation since WW II
1. East-Comicon
a. Domination by U.S.S.R. of the satellites (economic imperialism)
b. Defection of Yugoslavia to West – economically
c. Increased demand by satellites for a more favorable balance of trade with U.S.S.R.
d. Increased trade with rest of world
e. Building bridges
1. Kennedy
2. L.B.J.
3. Nixon
2. West
a. Plans:
1. Schuman Plan
2. EEC (Common Market or Inner Six)
3. EFTA (Outer Seven)
4. Kennedy Round of Negotiations
b. Possibility of political cooperation resulting from economic cooperations
c. Monetary crisis in Europe and interdependence of currencies and monetary policies

E United Europe - "Third Force"

EMERGING AFRICA 7106

I. COURSE DESCRIPTION

This study will touch briefly on the transition of Africa from a Dark Continent to Colonial Africa, but will concentrate on the rise of African nationalism, the emergence of independent African states, and the effect of the vast political, economic, and social changes on the individual African today. This course will be limited to Sub-Saharan regions.

II. GENERAL OBJECTIVES

A. To teach values which tend to:
   1. Break down Western stereotypes of Africa
   2. Eliminate ethnocentrism
   3. Help students examine societies objectively

B. To focus on the most important realities of Africa: tribalism vs. nationalism, traditionalism vs. modernization, racism and underdevelopment - rather than cover the entire area.

C. To employ the various social science disciplines to examine Africa and to give students the tools of analysis.

III. BEHAVIORAL OBJECTIVES

On an exam the student will be able to state three positive and three negative effects of colonialism on black Africa.

In group discussions/exams the student will be able to list three ways tribal society may help or hinder nation building in Africa.

Given a case study of an African nation achieving independence, the student will be able to state three factors which helped the independence movement and three factors which may cause problems for the new nations.

Given examples of behaviors of Africans, the student will be able to state which are tribal customs, which are in transition, and which are new behaviors achieved by the Africans.

On an exam the student will be able to state three apartheid policies of South Africa and interpret why these policies were passed and what the future outlook for these policies may be.

On an exam/discussion the student will be able to state three reasons why Western democracies often do not work in Africa and two ways that Africans may be able to achieve their own type of democracy.

IV. TEXTS

THROUGH AFRICAN EYES: CULTURE IN CHANGE SERIES, 6 vol., Ed. by Leon Clark, Praeger - employs inquiry approach
- COMING OF AGE IN AFRICA: CONTINUITY AND CHANGE
- FROM TRIBE TO TOWN: PROBLEMS OF ADJUSTMENT
- THE AFRICAN PAST AND THE COMING OF THE EUROPEANS
- THE COLONIAN EXPERIENCE: AN INSIDE VIEW
- THE RISE OF NATIONALISM: FREEDOM REGAINED
- NATION-BUILDING: TANZANIA AND THE WORLD

RACE RELATIONS IN SOUTH AFRICA, ed. Richard B. Ford, Holt (Fenton inquiry series)
AFRICA, Fred Burke, Houghton Mifflin
AFRICA: SELECTED READINGS, Fred Burke, Houghton Mifflin (inquiry approach)
AFRICA SOUTH OF THE SAHARA, Foster, Macmillan
SUB-SAHARAN AFRICA, Stavrianos and Andrews, Allyn and Bacon
DISCOVERING OUR AFRICAN HERITAGE, Basil Davidson, Ginn & Co. (inquiry approach)

AFRICA, Waldemar A. Nielsen
A GLORIOUS AGE IN AFRICA: THE STORY OF THREE GREAT AFRICAN KINGDOMS, Daniel Chu & Elliott Skinner, Laidlaw (high interest, low reading level)
GREAT RULERS OF THE AFRICAN PAST, Dobler and Brown, Laidlaw (high interest, low reading level)
A GUIDE TO AFRICAN HISTORY, Davidson & Frankel, Laidlaw (high interest, low reading level)
AFRICA IN PERSPECTIVE, F. Seth Singleton and John Shingler, Hayden Book Co.

V. OPTIONAL BOOKS AND MATERIALS

A. Books:
FACING MT. KENYA, Jomo Kenyatta
SOMETHING OF VALUE, Ruark
CRY, THE BELOVED COUNTRY, Patton
SUB-SAHARAN AFRICA, Salkever and Flynn
AFRICA, Eiselen and Uttley
THE CULTURE OF AFRICA SOUTH OF THE SAHARA, Ewing
AFRICA YESTERDAY AND TOMORROW, ed. Moore and Dunbar
AFRICA IN THE DAYS OF EXPLORATION, ed. Oliver and Oliver
AFRICAN BEGINNINGS, OLIVIA VLAHOS, Viking
A SHORT HISTORY OF AFRICA, Roland Oliver and J.D. Fage, Penguin
THE LOST CITIES OF AFRICA, Basil Davidson
DAILY LIFE IN THE KINGDOM OF THE KONGO: FROM THE 16TH TO THE 18TH CENTURY, George Balandier, World
EMERGENT AFRICA, Scipio, Clarion
AFRICAN HERITAGE ANTHOLOGY: BLACK AFRICAN PERSONALITY AND CULTURE, ed. Jacob Drachler, Collier
BREADLESS BIAFRA, John R. Sullivan, Pflaum
THE LONELY AFRICA, Colin M. Turnbull, Clarion
POLITICAL AWAKENING OF AFRICA, ed. Rupert Emerson and Martin Kilson, Spectrum
SOUTHERN AFRICA: A TIME FOR CHANGE, ed. George M. Daniels, Friendship
AGAINST THE WORLD: ATTITUDES OF WHITE SOUTH AFRICA, Douglas Brown, Doubleday
LET MY PEOPLE GO, Albert Luthuli, Meridian

B. Films:
F823 EAST AFRICA (KENYA, TANGANYIKA, UGANDA)
F84 PEOPLE OF THE CONGO
F824 WEST AFRICA (NIGERIA)
A CHANGING LIBERIA, Firestone (57 min., color) free - Firestone Tire and Rubber Co., Public Relations Dept., Akron, Ohio. Walt Disney Film

C. Filmstrips:
AFRICAN ART AND CULTURE, Warren Schloat Co., (sound) Excellent
ZANJAFRICA, Warren Schloat Co. (sound)
AFRICA: MUSICAL INSTRUMENTs, TEXTILES, JEWELRY, AND ARCHITECTURE, Warren Schloat Co. (sound) Excellent
TRIBALISM AND NATIONALISM IN BLACK AFRICA, Current Affairs
A PEOPLE UPROOTED: 1500-1800, Encyclopedia Britannica (sound)

D. Simulation Games:
GITHAKA (Simulation of Kikuyu system of land use), Learning Center, Social Studies Dept., Princeton, N.J. 08540
SIERRA LEONE (Students become U.S. economic advisors in a developing nation), Board of Cooperative Services, 845 Fox Meadow Road, Yorktown Heights, N.Y. 10598

E. Miscellaneous Materials:
THE AFRICAN EXPERIENCE, School Service (Transparency Duplicating Book)
EARLY AFRICAN CIVILIZATIONS, School Service (Bulletin Board Kit)
SPECTRA AFRICA TRANSPARENCIES, School Service
PHYSICAL SOCIAL, & ECONOMIC GEOGRAPHY OF AFRICA, AEVAC (Transparencies)
POLITICAL GEOGRAPHY AND NATIONALISM IN AFRICA, AEVAC - School Service (Transparencies)
HISTORY AND CULTURE OF AFRICA, AEVAC - School Service (Transparencies)
AFRICA: YESTERDAY AND TODAY, School Service (Lesson reviews spirit masters)

V. REFERENCE BOOKS FOR TEACHERS

AFRICAN-AMERICAN INSTITUTE TEACHERS STARTER KIT (AA10), School Service
STUDYING AFRICA IN ELEMENTARY AND SECONDARY SCHOOLS, Leonard S. Kenworthy (Columbia Univ. Press)
THE IDEOLOGIES OF THE DEVELOPING NATIONS, Paul E. Sigmund (Praeger)
POLITICAL CHANGE IN UNDERDEVELOPED COUNTRIES, John H. Kautsky (Wiley) Excellent
WHAT DIRECTIONS FOR EMERGING AFRICA, Feder
AN ATLAS OF AFRICAN AFFAIRS, Boyd and Rensburg
AFRICA SOUTH OF THE SAHARA: A RESOURCE & CURRICULUM GUIDE, Barry K. Beyer, Crowell
RELIGION IN AFRICA, Geoffrey Parrinder, Penguin
AFRICA – SOUTH OF THE SAHARA, lecture notes from Berkeley, School Service (FY12)
ARE YOU GOING TO TEACH ABOUT AFRICA, African-American Institute Excellent

VI. COURSE OUTLINE AND SUGGESTED APPROACHES

Wherever possible original source readings by African observers should form the content basis; inquiry should be the instructional technique utilized.

An introductory unit designed to familiarize students with the continent should deal with the geography and peoples of Africa.
This should be followed by an historical analysis covering the ancient African kingdoms (Ghana, Mali, Songhay, Ethiopia, Kilwa, Zimbabwe, Kanem-Bornu, and Benin), the slave trade and colonialism.

A comparison of traditional vs. modern Africa culture would then lay the foundations for a discussion, on the one hand, of the rise of African nationalism and drive for independence, and on the other, the struggle for modernization and racial equality.

The final weeks should be spent in case studies (South Africa, Kenya, Nigeria), applying principles and generalizations formed in earlier weeks.

Level 2-3-4

THE MIDDLE EAST 7107

I. COURSE DESCRIPTION

The purpose of the course is to acquaint the student with the Middle-East as a crossroads for ideas, trade, armies and the resulting cultural conflicts throughout their history. The bulk of the course will be based on the political, economic and cultural changes in the Middle East with the latter portion of the course being devoted to a study of the Arab-Israe Conflict.

II. OBJECTIVES

A. To evaluate the conflict between the traditional and modernizing forces in the Middle East.
B. To become aware of the divisive and unifying nature of Arab nationalism.
C. To analyze the problems of undevelopment.
D To understand the problems created by the "revolution of rising expectations."
E To comprehend the influence which Islam has had on the area.
F To analyze the effect which the great powers have had on the development of the Middle East.
G To analyze the causes of the Arab-Israeli Conflict.
H To formulate a hypothetical solution to the Arab-Israeli question.

III OPTIONAL BOOKS AND MATERIALS

A. Books
MIDDLE EAST, Stavrianos, (course outline follows this book, should be the text)
MIDDLE EAST, Randall, (could be a text)
THE MIDDLE EAST, Babian, (could be a text)
THE MIDDLE EAST, D. Peretz, (could be a text)
THE MIDDLE EAST: SELECTED READINGS, D. Peretz (suggested readings)
THE PHILOSOPHY OF THE REVOLUTION, Nassar, (suggested reading)
EXODUS Uris
THE SOURCE, Michener
LAWRENCE OF ARABIA, Thomas

B. Films:
F469 THE MOHAMMEDAN WORLD

C. Filmstrips:
FS1444 ISRAEL: THE LAND AND THE PEOPLE
1450 THIS IS ISRAEL
GALILEE
HAIFA AND THE VALLEY OF JEZREEL
THE JORDAN VALLEY
JERUSALEM AND THE JUDEAN HILLS
THE NEGEV
TEL AVIV AND THE COASTAL PLAIN
FS477 MIDDLE EAST AND INDIA
FS481 MT. AND DESERT IN SYRIA
FS482 VILLAGE AND CITY IN TURKEY

VI TEACHER REFERENCES

ISRAEL, Fraenkel
THE MIDDLE EAST, D Peretz
SOVIET AMERICAN RIVALRY IN THE MIDDLE EAST, Hurewitz
AN ATLAS OF MIDDLE EASTERN AFFAIRS, Kingsbury and Pounds
THE MIDDLE EAST AND MOSLEM CULTURE, Ewing
THE STORY OF ISRAEL, Levin and Meyer
HISTORY OF THE JEROS

V. COURSE OUTLINE

A. Introduction - discussion of present Israeli Conflict
   1. Basic facts (only studied to the extent of necessary background for the understanding of present conflicts)
      a. Crossroads for ideas, trade and armies
      b. Bridge between three continents
      c. Geography
      d. People
      e. Historical periods

B. Politics - a surge of Nationalism
   1. Present State
      a. Nassar
      b. Pan-Arabism and divisions
   2. Historical origin
      a. Roots of nationalism
      b. Retarded nationalism
      c. Stirrings of nationalism
      d. Turkish nationalism - Kemal Ataturk - Turkey today
      e. Arab nationalism to WW I, between the wars - during WW II - since WW II triumph
      f. Forming the Arab league
      g. Palestinian Issue
   3. Future - Nationalism vs. Communism

C. Economics - since the Middle Ages, a downward spiral
   1. Present State
      a. Underdeveloped areas - agriculture, industry
      b. Oil - the big plus! Libya, Kuwait, Saudi Arabia, Iran
   2. Historical Origins
      a. Ancient predominance
         1. Irrigation breakdown
         2. Mongol invasion
         3. Shifting trade routes
      b. West's economic domination - Israeli exception and example
      c. Economic progress and needs

D. Culture - Islam and the impact of modernization
   1. Present state is patterned after the West
      a. Education
      b. Industrialization
      c. Communication
      d. The new woman
   2. Total impact of the West
   3. Historical origins - Mohammed and Islam - birth, separation, survival

E. Arab-Israeli Conflict — Trace through the conflict as it developed from British occupation, independence of Israel, the three wars, and the war of today. Review the possibility of the larger conflict between the USSR and the US over control of the Middle East.

Level 1-2-3-4

ASIAN STUDIES 7108

I. COURSE DESCRIPTION

The course will be based on significant change in the social, political, cultural, and economics of twentieth-century Asia. Emphasis will be placed on China, Japan, and India.

II. OBJECTIVES

A. To establish the effect of over-population on the development of the Asian nations.
B. To establish the effect of geography on the culture of the Asian nations.
C. To formulate a hypothesis on the necessity of change and its effects on the society.
D. To hypothesize why religion is more of a dominant factor in Asian culture than in Western culture.
E. To understand the conflict between tradition–modernization.
F. To analyze the contrasting Asian answers to modernization. (ex. Japan vs. China)
G. To develop a hypothesis relating to factors which will determine a particular form of government in a nation.
H. To understand the ambivalance of Eastern attitude towards the West, i.e., hate the West on one hand, yet want to be like the West on the other.

III. OPITONAL BOOKS AND MATERIALS

A. Books:

Freykenberg, INDIA: TODAY'S WORLD IN FOCUS
Swisher, CHINA: TODAY'S WORLD IN FOCUS
Swisher, JAPAN: TODAY'S WORLD IN FOCUS
Michaelis and McKeown, TWENTIETH CENTURY ASIA
Stavrianos INDIA, A CULTURE AREA IN PERSPECTIVE
Stavrianos, CHINA, A CULTURE AREA IN PERSPECTIVE
Stavrianos, JAPAN, A CULTURE AREA IN PERSPECTIVE
Bell, THE TWO CHINAS, Scholastic Multi-Text
Kublin, THE RIM OF ASIA, Scholastic Multi-Text
Lengyei, INDIA, Scholastic Multi-Text
Kublin, INDIA
Kublin, JAPAN
Kublin, CHINA
Berkowitz, INDIA: STRUGGLE AGAINST TIME
Nunsberger, JAPAN: LESSONS IN ENTERPRISE
Chang, CHINA: DEVELOPMENT BY FORCE
Ewing, EAST ASIAN CULTURE
Ewing INDIA AND SOUTHEAST ASIA
Scott Foresman, THE CHINA GIANT: PERSPECTIVE ON COMMUNIST CHINA
Guy Wint, COMMUNIST CHINA'S CRUSADE
Wint INDIA AND DEMOCRACY
Wint, COMMON SENSE ABOUT CHINA
Snow, RED STAR OVER CHINA
Snow, THE OTHER SIDE OF THE RIVER
MODERN CHINA AND JAPAN, Stokes
JAPAN--YESTERDAY & TODAY, Downs, Ray
DEMOCRACY IN PREWAR JAPAN, Totten, George
CHINA: A CULTURAL AREA IN PERSPECTIVE, Sheridan, J.E.
MAO TSE-TUNG AND THE CHINESE REVOLUTION, Asian Inquiry Program, Field Publications
THE KUOMINTANG DEBACLE OF 1949, Loh, Pichon
THE PATTERN OF CHINESE HISTORY, Meskill, John
MAN AND HIS ENVIRONMENT IN ASIA, Asian Studies Inquiry Program, Satter, C.
INDIA--A CULTURAL AREA IN PERSPECTIVE, McLane, John
1857 IN INDIA, Embree, A.
INDIA AND SOUTH ASIA, Fersh, S.

B. Films:

F311	CHINA: THE LAND AND THE PEOPLE
F1100	CHINA: THE OLD AND THE NEW
F820	CHINA UNDER COMMUNISM
F210	THE FACE OF RED CHINA
F621	THE FALL OF CHINA
F228	FARMERS OF JAPAN
F226	GHANDI
F964	JAPANESE FAMILY
F469	MOHAMMEDAN WORLD
F406	PAKISTAN
F258	RICE IN TODAY'S WORLD
F614	THE WATER PEOPLE OF HONG KONG
8mmSU113	GEOGRAPHY & CLIMATE--JAPAN
8mmSU114	OCEAN PRODUCTS--JAPAN
8mmSU116	SILK FACTORY--JAPAN
8mmSU121	JAPANESE VILLAGE SCHOOL
8mmSU123	HARVEST FESTIVAL IN JAPAN
8mmSU125	SAMURAI TRADITIONS IN JAPAN
8mmSU126	JAPANESE TRADITIONAL HANDICRAFTS
8mm1	CONCEPTS OF INDIA
8mm2	PROGRESS IN DEVELOPING NATIONS
8mm3	USE OF LABOR IN DEVELOPING NATIONS
8mm4	TRANSPORTATION IN DEVELOPING NATIONS
8mm5	VILLAGE LIFE IN DEVELOPING NATIONS
8mm6	A "DIFFERENT" CULTURE BENARES
8mm7	INDIA'S POPULATION
8mm8	GANGES VALLEY
8mm9	MOUNTAIN AREAS OF NORTHERN INDIA
8mm10	INDIA'S HINDU AND MOSLEM HERITAGE

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. History and geography
   1. An overview of each of the three areas including the role of foreign imperialism and the influence of isolation.
   2. Geographic familiarity of the three areas including effects on the development of the culture.

B. Economy
   1. Overpopulation
   2. Problem of underdevelopment – underproducing agrarian economy
   3. Problem of resources
   4. Influence of Western technology
   5. Development and effects of international trade
   6. Revolution of rising expectations

C. Culture
   1. Religion and philosophy
      a. Basis of class system
      b. Dominance in politics
      c. Philosophic acceptance of life "as is"--"status quo"
   2. Education--problems of mass and facilities
   3. Art and architecture--influence of religion
   4. Literature--modern concept of propaganda
   5. Music--dominance of traditional
   6. Science--application to industry

D. Society
   1. Dominance of agrarianism
   2. Traditional patterns of living
      a. Dominance of extended family
      b. Lack of social mobility
      c. Stability
   3 Impact of modernism

E. Government--Japan as constitutional democracy; China as communist; India as a democracy
   1. Nationalism
   2. Role of military
   3. Question of educational level
   4. Present international position

CANADA 7109

I. COURSE DESCRIPTION

Though the United States and Canada are similar, each country has its distinctive personality. Americans should learn more about the likenesses and differences in the two countries through an examination of Canadian geography, history, government and current situations.

II. OBJECTIVES

A. To foster a knowledge of parallels in Canadian and U.S. histories.
B. To understand the economic importance of Canada to the U.S. and vice versa.
C. To develop an appreciation of Canada's place in today's world.
D. To encourage a sympathy for the problems of the Canadians.
E. To explore problems and potentials Canada and Alaska have in common.
F. To understand the implications to Canadian sovereignty of U.S. Canadian economy.
G. To recognize the advantages and disadvantages of dual nationalism.

III. REFERENCES AND OTHER MATERIALS

A. Books:
THE CANADIAN STORY, May McNeer, Ariel Press, New York, 1958
A SHORT HISTORY OF CANADA, D.C. Masters, Anvil, Toronto
CANADA AND THE UNITED STATES: A MODERN STUDY, McNaught and Cook, Clarke, Irwin and Co., Vancouver, B.C.
LANDS AND PEOPLES: CANADA AND THE UNITED STATES, The Grolian Society
A PICTURE HISTORY OF CANADA, Clarke Hutton, Watts
CANADIAN YEARBOOK, Dept. of Trade and Commerce, Canadian Government, Ottawa
CONTEMPORARY CANADA, Miriam Chapin, Oxford
FACE OF NORTH AMERICA, Peter Farb, Harper
CANADA, Brian Moore and editor of Life, Time, Inc.
THIS LAND: A GEOGRAPHY OF CANADA, E. Wahl, Toronto

B. Films:
ATLANTIC REGION, 22 min. b/w, NFBC
BRITISH COLUMBIA--CANADA'S PACIFIC GATEWAY, 22 min., color, Hoefler
CANADA: THE ATLANTIC PROVINCES, 16 min., color, EBF
CANADA: THE INDUSTRIAL PROVINCES, 16 min., color, EBF
CANADA: THE PACIFIC PROVINCE, 16 min., color, EBF
CANADA: THE PRAIRIE PROVINCES, 16 min., color, EBF
HIGH TIDE IN NEWFOUNDLAND, 21 min., color, NFBC
NANOOK OF THE NORTH, 55 min., b/w, Contemporary
CANADA'S NEW FARM LANDS, U.W.F., 20 min.
DOWN NORTH, National Film Board of Canada, 30 min., color
FAMILY TREE (traces Canadian history), 15 min., color, NFBC
CANADA'S HISTORY: COLONY TO COMMONWEALTH, 13½ min., NFBC
PHYSICAL REGIONS OF CANADA, 23 min., b/w, NFBC
WINTER IN CANADA, 18 min., b/w, NFBC
WILDLIFE OF THE ROCKY MOUNTAINS, 9 min., NFBC
TREASURES OF THE FOREST, 13 ½ min., b/w, Coronet
TRAPPERS AND TRADERS, 10 min., color, International
TOTEMS, 11 min., color

C. Simulation Games:
POINT ROBERTS (Border dispute between Canada & U.S.), Macmillan Co. – part of H.S. Geography Project.

IV. POSSIBLE OUTLINE

A. Physical Geography and climate of Canada
B. History
   1. Aboriginal
   2. Early explorers
   3. French and English rivalry
   4. Birth of English-speaking Canada
   5. Expansion from sea to sea
   6. Unification of Canada
   7. Nationhood
   8. Canada in the twentieth century

V. SUGGESTED APPROACHES

A. Encourage students who have visited Canada to discuss their impressions.
B. Do a comparative study of U.S. and Canadian railroads, to point out differences in economic systems.
C. Do a comparative study of U.S. and Canadian medical services.
D. Compare U.S. and Canadian school systems.
E. Make up some role-playing situations to explore such problems as:
   1. Should the Alcan be paved?
   2. Should the North Slope pipeline cross Canada?
   3. Should border regulations be stricter?
   4. Should Quebec secede from Canada?
   5. Where would an immigrant settle in Canada?
F. Obtain copies of Canadian newspapers or editions of magazines to see what slant they give the world news. A class subscription might be advisable.
G. Make salt and flour relief map of North America.
H. Make graphs to compare the U.S. and Canada in population, area, and possibly various agricultural and industrial pursuits.
I. Make graphs showing increases in population of Canada through history--or in value of manufactured products.
J. Make population map of Canada.
K. Write to Ottawa and to provincial capitals of Canada for pamphlets and brochures.
L. Keep a scrapbook of clippings of news items on Canada to gauge coverage.
M. Make a time line of Canadian history.
N. Make comparative time line of U.S. and Canadian history.
O. Read literature having to do with Canada's history--Longfellow's "Evangeline," or pieces by Robert Service.

TWENTIETH CENTURY RUSSIA 7110

I. COURSE DESCRIPTION

This course will take a penetrating look at the present state and historical origins of the U.S.S.R. Emphasis will be placed on the new "Soviet Man," and his role in the Communist Party, Soviet economy, culture and society, and Soviet government.

II. OBJECTIVES

A. To establish the effects of geography on the total development of the Soviet Union.
B. To be able to explain the power flow structure of the government.
C. To explain the relationship of the individual to the Communist Party/government.
D. To compare the philosophies of the modern Soviet leaders and effects on the development of the Soviet Union.
E. To contrast/compare the changes in communist theory and practice between 1917-1971.
F. To understand the nature of the international goals and aims of the Soviet Union.
G. To explain the nature of Soviet economic socialism.
H. To establish the goals and objectives of Comicon.
I. To evaluate the industrial development and emphasis in the Soviet and the effects on the individual.
J. To compare and contrast the nature of emphasis of and results of the five-year plans.
K. To hypothesize on the feasibility of Soviet control of nature resources and/or economic world domination by the year 2000.
L. To develop an appreciation of the cultural accomplishments of Russia.
M. To establish the present relationship between the government/the arts.
N. To contrast and compare the position of the Church in the Soviet Union between the past and present.
O. To hypothesize on the effects of social and cultural unrest in the Soviet Union today.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

THE SOVIET UNION, Cambridge Edition - Text
OUR WIDENING WORLD, Ewing - Text
SOVIET UNION - A CULTURE AREA IN PERSPECTIVE, Stavrianos, Leften S. (course outline follows this book, should be used as the text)
THE STUDY OF THE U.S.S.R. AND COMMUNISM: AN HISTORICAL APPROACH, Ruber, Alfred J., & Nelson, Robert C.
THE SOVIET UNION, (A Scholastic World Affairs Multi-Text), Scholastic Book Services
THE SOVIET UNION - THE FIFTY YEARS, Salisbury, H.
A RUSSIAN JOURNAL, Steinbeck, J.
THE SOVIET SYSTEM: IN THEORY & PRACTICE, Selected Western & Soviet Views, Ed. by Shaffer, Harry G.
EUROPE AND THE SOVIET UNION (Lands and Peoples of the World Series), Glendenning, Robert M.
RUSSIA: SELECTED READINGS, Kublin, Hyman
COMMUNISM IN PERSPECTIVE, Gyorgy, Andrew
WHAT WE MUST KNOW ABOUT COMMUNISM, Overstreet, Harry & Bonaro
MARX & ENGELS--THE COMMUNIST MANIFESTO, Beer, Samuel H.
COMPARATIVE POLITICAL SYSTEMS--AN INQUIRY APPROACH, (Holt Series), Schultz, Mindella
THE LAND OF THE RUSSIAN PEOPLE, Nazaroff, A.
A SHORT HISTORY OF RUSSIA, Charques, R.D.
A HISTORY OF RUSSIA, Lawrence, John
SOVIET SOCIETY: A BOOK OF READINGS, Geiger, K. & Inkeles, Alex
RUSSIA: TSARIST AND COMMUNIST, Mazour, A.G.
THE KREMLIN AND WORLD POLITICS, Mosely, P.E.
THREE WHO MADE A REVOLUTION, Wolfe, Bertram
RUSSIANS AS PEOPLE, Wright, Miller
RUSSIA: A SHORT HISTORY, Florinsky, M.T.

LENIN: A BIOGRAPHY, Shub, D.
THE SOVIET ECONOMY, Nove, Alec
A HISTORY OF RUSSIAN LITERATURE, Mirsky, D.S.
AN OUTLINE OF RUSSIAN LITERATURE, Slonem, M.
SOVIET EDUCATION, Grant, Nigel
THE SOVIET FAMILY, Mace, David, & Vera
SOVIET LIFE

B. Films & Filmstrips:

F211 NIGHTMARE IN RED
F608 RUSSIAN LIFE TODAY – INSIDE THE SOVIET UNION
F821 THE SOVIET CHALLENGE
F609 THE SOVIET UNION – AN INTRODUCTION
F610 IRON CURTAIN LANDS
F112 THE SOVIET UNION – THE LAND AND THE PEOPLE
F703 SIBERIA: A DAY IN IRKUTSK (Parts I & II)
FS1625-1632 COMMUNISM – WHAT YOU SHOULD KNOW ABOUT IT AND WHY?
FS1724-1725 PROFILE OF COMMUNISM (Parts I & II)

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Introduction
   1. The immensity and variety of Mother Russia
      a. Land
      b. Peoples
   2. Historical periods--brief overview

B. Politics - the state that refuses to wither away
   1. Present state
      a. The Party and the State
      b. Elections Soviet style
   2 Historical origins
      a. The Church – an arm of the Tsar
      b. Weak middle class
      c. Fear of invasion – explanation for authoritarian rule
      d. Pressure against autocracy
      e. Early Communist beliefs
      f. Organizing a revolution
      g. World War I
      h. Soviet period – continuation of autocratic tradition
      i. Imperialism

C. Economics – 'The World Shall Rise on New Foundations"
   1. Present state
      a. Nature of Soviet socialism – state vs. private ownership
      b. Collective farms & resistance to system
      c. State factories
      d. The consumer waits
   2. Historical origins
      a. "Backwardness" of Russia
         1. Peter the Great's remedies
         2. Serfdom
         3. Late industrialization
         4. Russia in WW II – glaring example of economic backwardness
      b. The collective system
         1. First attempts at developing a Socialist economy
         2. "Produce or Perish" – Five-Year Plans
         3. The outlook of the Soviet economy
   3. International role

D. Culture: How new is the Soviet man or woman?
   1. Present state
      a. Ideology – What is the "Soviet Man" like?
      b. Education and science
      c. Position of women
      d. Nationalities
   2. Historical origins
      a. Religion
         1. Russia's conversion to Christianity
         2. Religion today
      b. Family life
      c. Artistic life
   3. Soviet Man – is he a unique product of 20th century Russia?

Level 1-2-3-4

THE MIDDLE AGES (500-1500 A.D.) 7111

I. COURSE DESCRIPTION

This course covers a time (500-1500) of gradual change in which men found new ways of life and thought to meet the new and difficult problems created by the collapse of Rome. The civilization that took shape developed many unique characteristics unlike anything that had gone before and whose heritage can stand comparison with any age before or since.

II. OBJECTIVES

A. The student will be able to trace the downfall of the Roman Empire.
B. The student will be able to point out the many factors that contribute to an empire's or a nation's demise including moral decay, domestic turmoil, and weak or inactive governmental actions.
C. The student will be able to grasp why other peoples were eager to overthrow the Roman Empire.
D. The student will learn how the Catholic Church filled the institutional void left by the weak governments of that period.
E. The student will be able to name the major Crusades and evaluate their effectiveness as means of spreading the Christian faith, as means of enriching or bankrupting the Christian nations, and as a major instrument in acquainting people with other parts of the world.
F The student will be able to hypothesize how societies are formed. (Why feudal system was created after downfall of the empire.)
G. Student will be able to understand relationships between increased communications and societal changes.
H. To establish the effects of tribal migrations as societies.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
WESTERN EUROPE IN THE MIDDLE AGES, Strayer, J.
GREAT AGES OF MAN–AGE OF FAITH, Time-Life
ANVIL OF CIVILIZATION, Cottrell, L.
USES OF THE PAST, Muller, H.
EUROPEAN CIVILIZATION, Hughes and Fries
A WORLD HISTORY, Roselle
MEDIEVAL MYTHS, Goodrich, N.
RISE OF MODERN EUROPE, Cheyney, E.
MAINSTREAMS OF CIVILIZATION–MEDIEVAL AND MODERN TIMES, Hayes and Clark
THE MEDIEVAL WORLD, Heer, F.

RISE OF MODERN EUROPE, Langer, W.
AGE OF FAITH, Durant, W.
MEDIEVAL HISTORY, Cantor, N.
A HISTORY OF THE MIDDLE AGES, Painter, S.
MEDIEVAL SOCIETY, Painter, S.

B. Films:
F260 DECLINE OF ROMAN EMPIRE
F623 CHARLEMAGNE AND HIS EMPIRE
F467 MEANING OF FEUDALISM
F309 MEDIEVAL CRUSADES
F639 THE MEDIEVAL GUILDS
F405 THE MEDIEVAL MANOR

C. Filmstrips:
FS2258 MEDIEVAL EUROPE
FS2262 MEDIEVAL LIFE

IV. COURSE OUTLINE

A. Government
1. Decline of Rome
2. Feudalism and chivalry
3. Rise of Frankish Empire
4. Effects of Eastern empires
5. Decline of feudalism

B. The Church
1. Rise of Papal authority
2. Role of Church in medieval culture
3. Crusades--effects of
4. Conflict of East and West
5. Religions movements--monastic
6. Inquisition
7. Decline of Papal authority

C. Culture
1. Culture of the barbarians
2. Universities--humanism
3 Literature
4. Architecture
5. Art
6. Music
7. Medicine
8. Philosophy
9. Science

D. Economy
1 Manorialism
2. Growth of cities
3. Guild system
4 Commerce & banking
5. Technology--metallurgy, astronomy

E. Society
1. Tribal migrations
2. Mature of feudal social structure
3. Rise of the Middle Class
4. Changing societal patterns

BIRTH OF OUR NATION 7201

I. COURSE DESCRIPTION

This course will be an in-depth study of the American colonies and their struggle to become an independent nation. It will trace the changing attitude of the colonies, events leading up to the break with England, the revolution, and the results of the revolution upon the colonies. Emphasis will be on the forces which shaped democracy in America.

II. OBJECTIVES

A. To help the student become a responsible citizen by gaining a respect for American Heritage.
B. To determine whether the American Revolution was a real social revolution or just a changeover from one ruling aristocracy to another.
C. To gain a knowledge of the foundations which shaped our democracy.
D. To be able to draw inferences from the inherant differences among the New England, Middle, and Southern colonies.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

REBELS AND GENTLEMEN, Bridenbaugh, Carl and Jessica
THE FIRST AMERICAN REVOLUTION, Rossiter, Clinton
SAM ADAMS, Miller, John C.
THE AMERICAN HERITAGE BOOK OF THE REVOLUTION, (Student Text)
THE COURSE OF AMERICAN DEMOCRATIC THOUGHT, Gabriel, R.H.
THE DEVIL IN MASS., A MODERN INQUIRY INTO THE SALEM WITCH TRIALS, Starkey, M.L.
THE AMERICANS: THE COLONIAL EXPERIENCE, Boorstia, Daniel
THE BIRTH OF THE REPUBLIC, Morgan, Edmund S.
ORIGINS OF THE AMERICAN REVOLUTION, Miller, John C.
THE COMING OF THE REVOLUTION, 1763-1775, Gipson, L.H.
TRIUMPH OF FREEDOM, Miller, John C.
THE AMERICAN REVOLUTION, 1775-1783, Alden, J.R.
THE AMERICAN STATES DURING AND AFTER THE REVOLUTION, Nevins, Allen
THE ROAD TO INDEPENDENCE, 1763-1776, Labaree, Benjamin
ESSENTIAL WORKS OF FOUNDING FATHERS, Kriegel, Leonard
MAIN CURRENTS IN AMERICAN THOUGHT VOL. I COLONIAL, 1620-1800, Parrington
REBEL VS. TORY, Main, Jackson T.
PURITAN FAMILY: RELIGION AND DOMESTIC RELATIONS IN SEVENTEENTH CENTURY NEW ENGLAND, Morgan, Edmund S.
CULTURAL LIFE OF THE AMERICAN COLONIES, 1607-1763, Wright, L.B.
FROM LEXINGTON TO LIBERTY: THE STORY OF THE AMERICAN REVOLUTION, Lancaster
NATHAN HALE, M. Mann
A DIARY OF AMERICAN REVOLUTION (Student Text)
REBEL IN ARMS – (Teacher Reference) (Student Read)
BEFORE THE MAYFLOWER, Bennett
THE NEGRO IN THE AMERICAN REVOLUTION, Quarles
THE MIRACLE AT PHILADELPHIA

B. Films:

F645 ROGER WILLIAMS
F462 PLANTER OF COLONIAL VIRGINIA (1740-1765)
F459 DANIEL BOONE (17 min., b/w)
F416 JAMESTOWN–THE FIRST ENGLISH SETTLEMENT IN AMERICA (22 min., b/w, gr. 7-12)
D431 MOUNT VERNON OF VIRGINIA (25 min., b/w, 7-12)
F65 AMERICAN REVOLUTION (16 min., b/w, gr. 7-12)

F412 BATTLE OF YORKTOWN (13 min., b/w, gr. 5-12)
F55 THE DECLARATION OF INDEPENDENCE BY THE COLONIES (20 min., b/w, gr. 6-12)
F209 VALLEY FORGE (14 min., b/w, gr. 5-12)

C. Filmstrips:
FS2540 EARLY DUTCH
FS2543 COLONIAL VIRGINIA
FS2545-2550 AMERICAN REVOLUTION SERIES
FS2557A ESTABLISHMENT OF THE MIDDLE COLONIES

D. Maps:
MP42 A COLLECTION OF NOTABLE EARLY MAPS OF AMERICA

E. Study Prints:
PR15 COLONIAL WILLIAMSBURG

F. Tapes:
T-HG53 REVOLUTIONARY WAR: GROWING STORM & BEGINNING
T-HG54 REVOLUTIONARY WAR: BATTLES & MEN

G. Records:
RD690 THE COLONIAL ERA
RD691 THE AMERICAN REVOLUTION
RD692 FOUNDING OF THE REPUBLIC

IV. COURSE OUTLINE

A. Forces which shaped democracy
1. Evolution of colonial thought
2. Westward movement
3. Puritan tradition
4. Other forces
B. Colonialism-mercantilism
C. England's changing relationship with colonies
D. Events leading up to conflict
E. Tory's vs. rebel
F. The conflict – reaction to revolution in colonies
G. Results of the conflict – was it a revolution?

Level 1-2-3

WESTWARD MOVEMENT 7202

I. COURSE DESCRIPTION

Westward Movement surveys the various frontiers in American History (mining, fur-trapping, cattle kingdom, transportation, pioneer farmer, urban frontier) and examines the influence which each has had on the social, cultural, economic, and political development of our country.

II. OBJECTIVES

A. To become familiar with the westward movement in our country.
B. To develop an understanding of the heritage and influence of each of the successive frontiers.
C. To understand the relationship of the frontier and the growth of democratic institutions and principle.
D. To examine the sources of history appropriate for the subject and the workings of the historian in developing this picture.
E. To determine to what extent we and our culture are a product of the westward movement.

III. TEXTBOOKS

THE AMERICAN FRONTIER, Cummins & White

IV. OPTIONAL BOOKS AND MATERIALS

A. Books:
WESTWARD EXPANSION, Billington
THE WILD WILD WEST, Lyon
OF MEN AND RIVERS, Eiffert
THE SWEEP WESTWARD, (Life Series)
TRAPPERS AND MOUNTAIN MEN, (American Heritage Lib.)
THE LEWIS AND CLARK TRAIL, Tomkins
BEAVER SKINS AND MOUNTEN MEN, Burger
THE FRONTIER IN AMERICAN HISTORY, Turner
WESTERN OUTLAWS, Rennert
TO THE PACIFIC WITH LEWIS AND CLARK, (American Heritage Lib.)
THE ERA OF EXPANSION: 1800-1848, Fehrenbacker
THE RAMPAGIN FRONTIER, Clark
WESTWARD ON THE OREGON TRAIL, Place
COWBOYS AND CATTLE COUNTRY, Waid and Dyles
FACTS OF THE FRONTIER, Bjorklund
LOST BONANZAS, Drago
EXPLORATION AND EMPIRE, Coetzmann
THE GREAT AMERICAN DESERT, Hollon
JOURNALS OF LEWIS AND CLARK
OUT WEST ON THE OVERLAND TRAIN, Reinhardt
VIRGIN LAND, Smith
MEN TO MATCH MY MOUNTAINS, Stone
THE GREAT PLAINS, Webb
GOLD RUSH DIARY, Clark
THE RISE OF THE WEST, Philbrick
LAND OF MANY FRONTIERS, Faulk
GOLD IN THE BLACK HILLS, Parker
WEST OF THE WEST, Kirsch and Murphy
THE OREGON TRAIL, Parkman
HISTORY OF THE AMERICAN FRONTIER, Paxson
THE BOOK OF THE AMERICAN WEST, Monaghan
TRAILS WEST AND THE MEN WHO MADE THEM, Dorian
TRAIL DRIVE, Adams
THE AMERICAN HERITAGE HISTORY OF THE GREAT WEST
THE FAR WESTERN FRONTIER, Billington

ACROSS THE WIDE MISSOURI, DeVoto
NEGRO COWBOYS, Durham
FAMOUS PIONEERS, Folsom
PASSING OF THE FRONTIER, Hugh
AMERICAN CATTLE TRAILS, Place
TRAPPERS OF THE WEST, Reinfeld
STEAMBOATS ON THE MISSISSIPPI, Mitchell and Andaist
THE CALIFORNIA GOLD RUSH, (American Heritage)

B. Movies and Filmstrips:
THE RIVER (F218)
DUST BOWL (F350)
HERDS WEST (F350)
THE REAL WEST, PART I (F1040, and PART II (F1041)
CHILDREN OF THE WAGON TRAIN (F1039)
LIFE AND TIMES OF THE IRON HORSE (F351)
THE LOUISIANA PURCHASE–KEY TO A CONTINENT (F461)
THE OREGON TRAIL (F640)
THE RAILROAD BUILDERS (FS29)
THE STEAM AGE (F650) Part I
U.S. EXPANSION–SETTLING THE WEST--1853-1890 (F625)
THE UPROOTED NATION (F1045)
OREGON AND CALIFORNIA TRAIL SERIES (FS 3027-3032)
THE AMERICAN WEST SERIES (FS 2551-2553)
HOW THE WEST WAS WON (FS 20-22)
AMERICAN HERITAGE OF FOLK SONGS (Sound and color)
FS2591S (SONGS OF COWBOYS)
FS2592S (SONGS OF MOUNTAIN MEN)
FS2593S (SONGS OF THE PLAINS)
FS2594S (SONGS OF THE RAILROADS)
PIONEERS AND SETTLERS OF OREGON TERRITORY (FS2645)
WESTWARD EXPANSION (Record, RD693)
DANIEL BOONE (F459)
FATHER OF THE SOUTHWEST (F367)
FLATBOATMEN OF THE FRONTIER (F460)
SETTLING THE GREAT PLAINS (F618)
SPANISH COLONIAL FAMILY IN THE SOUTHWEST (F179)

C. Simulations:
PACIFIC EXPRESS (Participants construct a transcontinental railroad in 1850), Dr. Richard L. Meur, Univ. of Michigan, Western Publishing Co., 150 Parish Dr., Wayne, N.J.
RAILROAD GAME (Mine owner dealing with several railroads), American Education Publishing, Columbus, Ohio. Part of Harvard Social Studies Project booklet RAILROAD ERA.
FARMING (Role of Kansas farmer in three different periods in American history), "Agriculture & Manufacturing" Unit, High School Geography Project, P.O. Box 1095, Boulder, Colorado
FRONTIER (Migrating settlers during 1815-1830--6 game boards), Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611

V. REFERENCE BOOKS FOR TEACHERS

Teachers Manual for THE AMERICAN FRONTIER, Cummins and White
WESTWARD EXPANSION, Billington
THE FRONTIER IN AMERICAN HISTORY, Turner

VI. COURSE OUTLINE AND SUGGESTED APPROACHES

The course may be divided into from 7 to 9 units based on the textbook, THE AMERICAN FRONTIER. An introductory unit on the West and Turner's Thesis could be used to acquaint the students with the course. This unit could then be followed with each of the frontiers discussed in the text. The text is well organized; however, the units need not be presented in the order as given in the text since each chapter is complete in itself. Each unit might be introduced by a movie, filmstrip, or lecture followed by assigned oral reports from the selected reading list. Students should have the opportunity to read the appropriate chapter in the text and a follow-up discussion should be planned. Each unit might be concluded with an examination. A concluding unit on the Influence of the West on American development would appropriately end the course. The Teacher's Manual is very valuable and offers some worthwhile suggestions and activities.

Level 1-2-3

INDIANS OF NORTH AMERICA 7203

I. COURSE DESCRIPTION

This course is an in-depth anthropological oriented study of the history of the Indian in North America. It will take into consideration the Indian before colonization, famous Indian tribes, their various cultures, a comparison of Indian and white culture, the impact of white man's culture on the Indian, the continual forceful moving of Indians, the reservation idea, and the major contributions of the Indian to American culture.

II. GENERAL OBJECTIVES

A. To develop brotherhood and respect among all Americans by making students aware of the contributions of the Indians.
B. To develop in the students a reality of present Indian relations in the U.S.
C. To develop an awareness that any nationality or racial group must identify with a past culture to feel that they are a contributing member to a new society.
D. To study the methods by which the Indian lived in, with, and for his environment.
E. To limit ethnocentrism.
F. To evaluate the effect of urbanization and industrialization on Indian cultures.
G. To be able to hypothesize about the disorientation when an individual or group changes from one culture to another.

III. SAMPLE BEHAVIORAL OBJECTIVES

A. When given a case study, the student will be able to pick out three cultural variants caused by environment and three caused by contacts with other people.
B When given a case study, the student will be able to pick out three religious, three political, three economic, and three kinship factors of the tribes.
C. On an exam, the student will be able to state five ways that contact with the white man disrupted traditional Indian life.
D. On an exam, the student will be able to state five modern Indian problems and ways in which the problems can be solved.
E. When given examples of Indian life, the student will be able to interpret how effectively these behaviors meet the basic human needs.

IV. OPTIONAL BOOKS AND MATERIALS

A. Books:

INDIANS OF THE UNITED STATES, Wissler, Clark - Text
THE SAVAGE YEARS, Rifkin, Shephard
INDIANS OF THE PLAINS, Lourie, Robert H.
THE AMERICAN HERITAGE BOOK OF INDIANS
INDIANS OF THE NORTHWEST COAST, Druckan, Philip
ILLUSTRATIONS OF THE MANNERS, COSTUMES, & CONDITIONS OF THE NORTH AMERICAN INDIANS, Catlin, George
THE NEW INDIAN, Stan Steiner, Delta
OUR BROTHERS KEEPER, THE INDIAN IN WHITE AMERICA, Cahn, New Community Press
INDIANS IN AMERICAS PAST, Forbes, Jack D.
AMERICAS INDIANS, Hagan, William T.
WARPATH & COUNCIL FIRE, Vestal, Stanley
INDIANS OF THE AMERICAS, Collier, John C.
CATCH A FALLING STAR, Robinson, G.
TECUMSEH: VISION OF GLORY, Tucker, G.
PONTIAC & THE INDIAN UPRISING, Peckham, H.
SITTING BULL: CHAMPION OF HIS PEOPLE, Gaust, S.
AMERICAN INDIAN & WHITE RELATIONS TO 1830, Fenton, William N.
RED MAN'S AMERICA, Underhill, Ruth Murray
INDIANS BEFORE COLUMBUS, Martin, Paril S., George I. Guinnby, Donald Collier
EARLY MAN IN AMERICA, Sellords, E. H.
ALGONKIN, THE PATRIOT CHIEFS, Josephy, Alvin M., Jr.
THE CHEYENNES: INDIANS OF THE GREAT PLAINS, Hoebel, E. Adamson
THE HISTORY OF THE FIVE NATIONS OF CANADA, Colden, Cadwallder
PAWNEE INDIANS, Hyde, George
THE SEMINOLES, McReynolds
THE CALIFORNIA INDIANS, Heizer, Robert F., & Whipple, M.A.
THE NAVAHO, Kluckhohn, Clyde, & Leighton, Dorothea
THE AMERICAN INDIAN FRONTIER, Macleod, William Christie
THE INDIAN & THE HORSE, Roe, Frank Gilbert
AMERICAN INDIAN TODAY, Levine & Lurie, Penguin
COMPACT HISTORY OF THE INDIAN WARS, Tebbel, Tower
THE FIRST AMERICANS, G.N.S. Bushnell, McGraw-Hill
NEW DETERMINATION OF AMERICAN INDIANS, Synopsis, School Service

B. Films:

F410 INDIANS OF NORTH AMERICA
F414 INDIANS OF EARLY AMERICA
F133 VILLAGE IN THE SKY
F52 CATLIN AND THE INDIANS
F90-97 PEOPLE OF NORTH AMERICA (8mm)
F109-112 MEXICO (8mm)
F132 PEACEFUL ONES

C. Filmstrips:

THE AMERICAN INDIAN, Warren Schloat (6 sound strips)
INDIANS VIEW AMERICANS, AMERICANS VIEW INDIANS, School Service (Multi-media program)

D. Photo-Aids:

INDIANS OF THE PLAINS: STRANGERS IN THEIR OWN LAND, School Service (140 11" x 14" photo aids)
PR78 LIFE AMONG THE ESKIMOS (12 color 13½ x 11)
PR71 SOUTHWEST INDIANS (10 – 14 x 11)
PR72 SOUTHWEST INDIANS: PUEBLO (10 photos 14 x 11)

E. Simulation Games:
POTLATCH (Cultural anthropology game treating the cultural exchange process), Anthropology Curriculum Study Project, 5632 Kimbark Avenue, Chicago, Ill. 60639

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. The Indian in prehistoric America
   1. Aboriginal pioneer
   2. The farmers and potters
B. Great Indian families (suggested investigation at teacher's option)
   1. The Algonkin
   2. Old Northwest-Pontiac
   3. Western buffalo hunters
      a. Blackfoot
      b. Arapaho
      c. Cheyenne
   4. Tribes of the Great Lakes
   5. The Iroquois
   6. The Caddo
   7. Southeastern tribes (Seminole)
   8. Siouan tribe (Dakota, Crow)
   9. Penutian (Californians, Chivook, Modoc)
   10. Nodene (Apache, Navaho)
   11. Aztec-Tanoa (Pueblo, Kiowa, Comanche, Ute)
   12. Indians of Alaska
   13. Others
C. The Indian way of life
   1. Population density
   2. Daily life
   3. Woman's work
   4. Indian culture areas
D. When the white man went Indian (the two cultures adapting)
E. Three strange gifts from the white man
   1. The gun
   2. The horse
   3. Liquor
F. Mystery of the Indian mind
G. Life on a reservation
H. Contributions of the Indian to American culture
I. The Indian today

Approach:
Class discussion on the various groups of Indians
Oral reports from students on subjects of their choice within framework of subject
Outside reading from bibliography of school, city, and post libraries
Outside speakers when those capable in field are available
Lectures on materials that are hard to find
Quizzes on subject matter of importance
Mapwork
Oral projects: myths and legends

Level 2-3-4

CIVIL WAR AND RECONSTRUCTION 7204

I. COURSE DESCRIPTION

This course will be an in-depth study of the Civil War Era. It will take into consideration states rights vs. the federal government, causes of the war, and a brief study of the war itself. Reconstruction will include the political, social and economic changes that occurred after the Civil War.

II. OBJECTIVES

A. To be able to hypothesize about the nature, the causes, and the effects of war.
B. To examine how societies solve their problems through compromise or war.
C. To hypothesize whether the war was inevitable.
D. To better understand today's problems in the light of events of the Civil War and Reconstruction.
E. To understand the inherent nature of the states rights issue.

III. REFERENCE AND OTHER MATERIALS

A. Books:

ROAD TO REUNION, Paul Buck
RECONSTRUCTION, Richard Current
SLAVERY AND THE BREAKDOWN OF THE AMERICAN CONSENSUS, Frederick
CAUSES OF WAR, Kenyon Cramer
A. JOHNSON AND THE STRUGGLE FOR PRESIDENTIAL RECONSTRUCTION, Bamer
ANTISLAVERY ORIGINS OF THE CIVIL WAR, Dumond
UNION DIVIDES, Henry Bedford
CAUSES OF THE CIVIL WAR, Ken. M. Stampp
AMERICAN HERITAGE: SHORT HISTORY OF THE CIVIL WAR, Bruce Catton
THIS HALLOWED GROUND, Bruce Catton
STILLNESS AT APPOMATTOX, Bruce Catton
TRAGIC YEARS, Paul Andle and Earl Miera
A SHORT HISTORY OF THE CIVIL WAR, Bruce Catton

B. Films:

F322 FACE OF LINCOLN (22 min., b/w) gr. 8-12
F53 CIVIL WAR, THE (16 min., b/w)
F812 THE CIVIL WAR: POSTWAR PERIOD (16 min., b/w)
F757 CIVIL WAR – ITS BACKGROUND AND CAUSES (20 min., b/w)
F224 MEET MR. LINCOLN (27 min., b/w) gr. 5-12
F811 THE CIVIL WAR: 1863-65 (16 min., b/w) 4-adult
F810 THE CIVIL WAR: FIRST TWO YEARS (16 min., b/w) 4-adult

C. Filmstrips:

FS2602-2608 THE CIVIL WAR SERIES
FS2609-2116 A NATION DIVIDED SERIES

D. Study Prints:

PR11 ABRAHAM LINCOLN, set of 14, color, 11 x 14

E. Tapes:

T-HG512 MR. LINCOLN
T-HG513 SEEDS OF THE CIVIL WAR
T-HG514 CIVIL WAR: BATTLES AND MEN
T HG515 SOUTH BUILDS AGAIN
T-HG6501-HG6504 STORY OF CIVIL WAR SERIES

F. Records:
RD694 THE CIVIL WAR ERA

G. Simulation Games:
DIVISION (Simulation of various problems facing Americans in 1850's, including slavery), Interact, P.O. Box 262, Lakeside, Calif. 92040, $10.00
RECONSTRUCTION, Abt. Associates, Inc., 55 Wheeler Street, Cambridge, Mass. 02138

IV. COURSE OUTLINE

A. The causes of the American Civil War
   1. Slave power conspiracy
   2. Slavery
   3. Cultural differences
   4 Economic diversity
   5. States rights vs. strong federal government
   6. Protective tariffs

B The War Between the States
   1. Comparison between the North and the South
      a. Material resources
      b. Manpower potential
      c. Railroad strengths
      d. Conscription of North and South
   2. The three main theatres of the Civil War
      a. Eastern
      b. Western
      c. Trans-Mississippi
   3. Diplomacy of North & South

C. Reconstruction
   1. Objectives of the North
   2. Objectives of the South
   3. Reconstruction: success or failure?

Level 2-3-4

CHANGING FACE OF INDUSTRIAL AMERICA 7205

I. COURSE DESCRIPTION

This course will study the development of our industrial system from colonial days to the present. It will concentrate on the need for rapid industrialization, the need for government of big business and labor and the problems these have created in American Society.

II. OBJECTIVES

A. To be able to hypothesize about the impact of industrialization on the "human condition."
B. To be able to evaluate the here-to-for sacred concept of "progress."
C. To understand the advantages and disadvantages which industrialization has brought to America.
D. To be able to analyze several problems created by industrialization such as impersonalization, automation, pollution, etc.
E. To understand the factors which are necessary to develop an industrial society--resources, manpower, technology, stability.
F. To understand the differences between an industrial and pre-industrial culture.
G. To be able to hypothesize about the relationship of industrialism and materialism.
H. To understand the base of industrial organization: the corporations.
I. To be able to hypothesize about the changing relationships between labor and management.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
WORKINGMAN IN AMERICAN LIFE, Laslett, J.
AMERICAN LABOR MOVEMENT, Litwack, L.
AGE OF THE MOGULS, Holbrook, S.
ROBBER BARON, Josephson, M.
ECONOMIC FORCES IN AMERICAN HISTORY, Vol. 1-7, Moore, J.

B. Films:
F630 A. CARNEGIE
F408 E. WHITNEY
F352 RISE OF ORGANIZED LABOR
F61 INDUSTRIAL REVOLUTION

C. Filmstrips:
FS1514 MEN AND MACHINES, OUR EXPANDING ECONOMY

D. Simulation Games:
LABOR VS. MANAGEMENT (Scenario-based units on the environment of a labor-management dispute), published in Social Education, Oct., 1966
PROMOTION (Railroad officials, industrialists, etc., illustrate development of American industrialization, 13 game boards), Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611
STRIKE (Simulation of the history of American labor-management relations), Interact, Inc., P.O. Box 262, Lakeside, Calif. $10.00
PORTSVILLE (Students develop town from barren seaport to an industrial city), Urban Studies Center, Rutgers Univ., New Brunswick, N.J.
METFAB (Simulates factors involved in locating a factory), Macmillan Company
ADMINISTRATORSHIP GAME (Participation in the affairs of a labor union), Solidarity House, 8000 E. Jefferson Ave., Detroit, Michigan 48214

IV. COURSE OUTLINE

A. Beginning of Industrialism in America
   1. Colonial America
   2. New nation
   3. Period of Napoleonic Wars
      a. Whitney
      b. American system
   4. Growing pains
      a. Tariff
      b. Banking

B. Reasons for rapid industrialization
   1. Resources
   2. Advantage of technological innovations
   3. Change in business organization
   4. Improvements in transportation and communications
   5. Abundant capital
   6. Mobile labor supply
   7. Government encourages business growth
   8. People's attitudes towards business
      a. Calvinism - Social Darwinism
      b. 'Yankee ingenuity"

C. Period of consolidation
   1. Captains of industry
   2. Monopoly
   3. Controllers of economy
   4. Business cycles

D. Rural discontent - a reason for regulatory laws
   1. Agricultural revolution - 19th century
   2. Granger Movement

E. Reluctant beginning of federal regulation
   1. Interstate Commerce Act
   2. Sherman Antitrust Law

F. Effect of industrial combinations
   1. Progressive Era
   2. New Nationalism
   3. Growth of the labor movement

G. "Business of America is business"
   1. Mass production
   2. Effect of advertising
   3. "Rugged Individualism"
   4. Stock market

H. New Deal
   1. Acts
   2. New concepts
      a. Social conscience
      b. Deficit spending

I. Automation
   1. Advantages
   2. Disadvantages
   3. Challenges of the future

J. Problems of Industrial America
   1. Labor Unions (power of)
   2. Military industrial complex
   3. Use of leisure time
   4. Mass production - depersonalization of American society
   5. Etc.

BOOM AND BUST 7206

I. COURSE DESCRIPTION

"Boom and Bust" focuses on dual aspects of World War I; its initial unlimited optimism and its concluding dark despair. The first study will in turn have three major takeoff points: the impact of the United States' move into World War I and its effect on the world community, the internal problems social, economic, and political; and the disruptive effects of industrialization and mobility due to the "gasoline age." In the study of this triad, comparisons to the seventies will make the problems concrete. In the second portion of this exploration, the social effects of the depression and the "New Deal" will demand an evaluation of FDR's program as the older philosophies of rugged individualism and limited governmental responsibilities would no longer fit a changing democracy.

II. OBJECTIVES

A. To discover and concretely demonstrate the fact that as the role of the United States changes, her problems and their solutions change.
B To know that citizens must critically evaluate any social or political problem before making a decision as to methods of solution.
C. To discover that there are myths which make it difficult to learn the truth about events of the past and that one must exert serious effort to discover the truth.
D. To understand how psychological attitudes affected this era. (Optimistic vs. pessimistic viewpoints.)
E. To become aware how periods of expansion and depressions affect individual personalities.

III. TEXT

As guide and reference: BETWEEN THE WARS 1919-1934 (Shannon)

IV. OPTIONAL BOOKS AND MATERIALS

A. Books:
ONLY YESTERDAY, Allen
SINCE YESTERDAY, Allen
THE 1920's PROBLEMS AND PARADOXES

B. Films:
F1034 LIFE IN THE THIRTIES: Part I (26 min., b/w) gr. 10-12
F1035 LIFE IN THE THIRTIES: Part II (26 min., b/w) gr. 10-12
GOLDEN TWENTIES, McGraw-Hill, rec. for district purchase
JAZZ AGE, McGraw-Hill, rec. for district purchase
F651 THE GASOLINE AGE (16 min., b/w) gr. 7-12

C. Tapes:
T-HG517 DEPRESSION

D. Simulations:
PANIC (A simulation of the Prosperity of the 1920's and the Depression of the 1930's), Interact, $10.00

V. REFERENCE BOOKS FOR TEACHERS

THE GREAT DEPRESSION, Shannon, David A.
THE CHICAGO UNDERWORLD Asbury, Hart
THE NEW DEAL, Davies, Wallace E.
THE 1920's: RHETORIC OR REALITY, Traverso and Halsey
GREAT DEPRESSIONS, Sperling, John
AL CAPONE, THE BIOGRAPHY OF A SELF-MADE MAN, Pasley, Fred D.
THE INCREDIBLE ERA, Adams, S.H.

PROSPERITY DECADE, Soule's George
THE STORY OF JAZZ, Sterns, Marshall W.
ONLY YESTERDAY, Allen, F. L.
THE GRAPES OF WRATH, Steinbeck, John
AURORA DAWN, Woul Hermann
NEW DEAL AND THE AMERICAN PEOPLE, Frank Freidel
THE AGE OF THE GREAT DEPRESSION, 1929-1941, D. Weiter

VI. SUGGESTED COURSE OUTLINE AND APPROACHES

A. The Roaring Twenties

1. Reaction to WW I – Disillusionment
2. Results of Reaction to WW I
   a. Eat, drink, and be merry
   b. Gaudiest sprees in history
   c. Throwing away traditional values?
      1. Dress
      2. Women (emancipation)
      3. Others
   d. Eras of lawlessness – American complacency
      1. Capone, Torrio, rise of organized crime
      2. Reaction to prohibition
   e. The Klu Klux Klan
   f. Anti-foreign reaction
   g. Red Scare
   h. Return to economic prosperity
   i. Speculation
   j. The Crash (causes)
   k. Early years of the depression
      1. Case studies of various groups in America
      2. The Crisis of Relief
      3. Hoover and the Depression
   l. Comparing the 1920's to present-day United States

B. The 1930's
1. Early 1930's crisis (Will there be a revolution?)
2. Answer for the depression – FDR and the New Deal
   a. Middle-of-the-way philosophy
   b. Relief, recovery, reform
3. A re-kindling of the faith in democracy--new meaning of democracy
4. Other impact on America resulting from the depression--American society changes due to depression and New Deal
5. Domestic United States in the late 1930's

C. Considerations in both eras
1. International relationship and attitudes, including return to "normalcy"
2. Economic changes and their impact on social and moral conditions
3 Fads particularly of the twenties
4. Suffering from the depression
5. Fundamental changes fron the "New Deal"
6. Difficulty of evaluation of FDR and the "New Deal"

Level 1-2-3

U.S. MILITARY HISTORY 7207

I. COURSE DESCRIPTION

This course will be an in-depth study of the role of the military in American society. It will study the basic history of the military in the United States stressing its impact on our society and its future role.

II. OBJECTIVES

A. To become familiar with the pressures being exerted both for and against strong military forces.
B. To recognize the relationship between the position his country occupies in the world community and the demands made upon its military forces.
C. To become aware of the dangers inherent in both the failure to maintain adequate military forces and in allowing the military to become too strong.
D. To be able to analyze how public opinion affects military policy.
E. To comprehend the nature of dictatorship and its results.
F. To develop an awareness of the absolute necessity for informed citizen control and support of the military forces of the United States.
G. To understand the differing attitudes toward the military in peacetime and wartime.
H. To examine the "military" personality (myth or reality?).
I. To be able to hypothesize about the roles pacifism and militarism have played in our society.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
U.S. IN WW II, Lawson, Don
AMERICA AT WAR: THE HOME FRONT, 1941-45, Polenberg, Richard
SPANISH-AMERICAN WAR, Traverso, Edmund
AMERICA ARMED: ESSAYS ON U.S. MILITARY POLICY, Goldwin, Robert A.
CAUSES OF WAR, Cromer, Kenyon
COXEY'S ARMEY, McMurry, B. L.
THE MARTIAL SPIRIT, Millis, Walter
AMERICAN INDUSTRY IN THE WAR, Baruch, Bernard
THE DOUGHBOYS, Stallings, Laurence
ADMIRAL SIMS AND THE MODERN AMERICAN NAVY, Morison, E. E.
WHAT PRICE GLORY?, Anderson, H., and Stallings, L.
ARSENAL OF DEMOCRACY, Nelson, Donald M.
HAPPY LAND, Kantors, MacKinley
COMMAND THE MORNING, Buck, Pearl
THE WARS OF AMERICA, Leckie (Student Text)
THE PROFESSIONAL SOLDIER, Janowitz, Morris
ROTC MANUAL, Government Printing Office
A HISTORY OF THE U.S. AIR FORCE, Ruenhechand Plammer
A HISTORY OF THE U.S. MARINES, Trainor

B. Films:
F216 WAR COMES TO AMERICA (67 min., b/w) gr. 11-12
F310 WW I A DOCUMENTARY OF THE ROLE OF THE U.S.A. (28 min., b/w) gr. 8-12
Also recommended catalog on ROTC at individual schools.

C. Simulation Games:
WAR OR PEACE, Published in Social Education, Nov., 1966
GRAND STRATEGY (Re-creates WW I), ABT Assoc., Inc., 55 Wheeler, Cambridge, Mass.
FIREFIGHT (War game designed to evaluate and optimize future weapon systems), William A. Brown, Martin Marietta Corp., Orlando, Fla.
DIVTAG II (Computerized combat situation), Donald G. Barnes, Booz-Allen Applied Research, Inc.
HIGHSEAS (Air-naval military game), Guy C. Prentice, Jr., Rochester, N.Y.
MIDWAY (Simulation of battle of Midway designed to show importance of decision-making), Revell Educational Systems

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. History
   1. Innovations & development of war materials
   2. General background up to the twentieth century

B. Rules of war - trace these through the following conflicts
   1. Spanish-American War
   2. WW I
   3. WW II
   4. Korean War
   5. Vietnam War
   6. Changing concepts of war
      a. Crimes against humanity
      b. Individual responsibility
      c. "Civilized" war?

C. Psychological aspects of war

D. Impact on society
   1. Draft-conscription
   2. The military and nationalism
   3 Role of military in a democracy
   4. Citizen soldier vs. professional soldier
   5. Impact of major wars on home front
   6. Re-adjustment of military to peacetime
   7. Volunteer Armed Forces
   8. Role of military in domestic disturbances

E. Future
   1. Role of military-industrial complex in United States today
   2. Role in the United States in the future

Level 2-3-4

U.S. FOREIGN POLICY 7208

COURSE DESCRIPTION

This course is an in-depth study of the United States' foreign policy with emphasis on the post-WW II era. It will include the development of our foreign policy in various geographic and political areas of the world today stressing both military and economic aid as they relate to the concepts of isolation, intervention, containment and coexistence.

II. OBJECTIVES

A. To be able to discuss and write about the U.S. foreign policy as it relates to the various geographical areas.
B. To be able to list the sixteen permanent nations on the U.N. Security Council.
C. To be able to formulate a hypothetical U.S. foreign policy that would attempt to preserve U.S. security while enhancing the growth and development of a specific nation (student's choice).
D. To understand the ramifications and implications of foreign policy.
E. To be able to see how trade, economic and military aid are all tied into a nation's foreign policy.

III. OPTIONAL BOOKS AND MATERIALS

A. Texts:
GREAT DECISIONS, 1968, 1969, 1970, & 1971, Foreign Policy Association, Allyn & Bacon

B. References:
AMERICAN FOREIGN POLICY, James, Leonard F.
DIPLOMAT AMONG WARRIORS, Murphy, Robert
AMERICAN FOREIGN POLICY TODAY, Wanamaker, Temple
WHEN THE CHEERING STOPPED, Smith, Gene
THE UGLY AMERICAN, Lederer, W. J., & Burdick, Eugene
THE CRUCIAL DECADE, Goldman, Eric F.
FOREIGN POLICY IN THE SIXTIES, Hilsman, R., & Good, Robert C.
SHAPING OF AMERICAN DIPLOMACY, Illiames, William A.
SOUTHEAST ASIA IN UNITED STATES POLICY, Fifield, Russell H.
JAPAN & KOREA: AMERICA'S ALLIES IN THE PACIFIC, Morley, James W.
WHERE DID YOUR MONEY GO: THE FOREIGN AID STORY, Tully, Andrew, & Britten, Milton
AMERICAN FOREIGN POLICY SINCE WW II, Spanier, John W.
OLD MYTHS & NEW REALITIES, Fulbright, J. W.
THE UNITED STATES & CHINA, Feis, Herbert
THE ANATOMY OF FOREIGN POLICY DECISIONS, Rusk, Dean
FACT, FALLACIES & FOREIGN POLICY, Jackson, Henry M.
U.S. IN WORLD AFFAIRS, 1959, Stebbins, Richard P.
THE CRUCIAL DECADE AND AFTER, Goldman, Eric
THE PRICE OF POWER: AMERICA SINCE 1945, Agar, Herbert
SIX CRISIS, Richard M. Nixon
THE UNITED STATES IN THE WORLD ARENA, Rostow, W. W.
JOHN FOSTER DULLES: A REAPPRAISAL, Adams, Richard G.
ALLIANCE BORN OF DANGER, Cerami, Charles
THE END OF ALLIANCE: AMERICA AND THE FUTURE OF EUROPE
UNFINISHED REVOLUTION: AMERICA AND THE THIRD WORLD, Sulzberger, C.L.
THE COLD WAR, Robin W. (suggested for student text)
RED ALERT, Brtant, Peter
FAIL SAFE, Burdick, Eugene (suggested for student reading)
THE MANCHURIAN CANDIDATE, Condon, Richard (suggested for student text)
ATOMIC DIPLOMACY: HIROSHIMA AND POTTSDAM, Alperovitz, Gar
STRATEGY IN THE MISSLE AGE, Brodie, Bernard
CHANGE, HOPE AND THE BOMB, Lilienthal, David E.

COLD WAR: CONTAINMENT AND ITS CRITICS, Rose, Hugh
CHURCHILL, ROOSEVELT AND STALIN: THE WAR THEY WAGED AND THE PEACE THEY SOUGHT, Fois, Herbert
A NEW HISTORY OF THE COLD WAR, Lukacs, John A.
CONTAINMENT AND THE ORIGINS OF THE COLD WAR, Rozwenc, Edwin C., and Lindfor. Kenneth
BEDFORD INCIDENT
ON THE BEACH, Chute
THE COLD WAR, Graebner, Norman D.

C. Films:

F893 AFTERMATH OF WW II (25 min., b/w)
F343 CHALLENGE OF IDEAS (31 min., b/w) gr. 11-12
F212 THREE, TWO, ONE, ZERO (Social Implications of Nuclear Power) (54 min., b/w) gr. 8-12
F219 WHAT WE FACE IN SOUTHERN ASIA (42 min., b/w) gr. 8-12
F202 AROUND THE TABLE
F893 AFTERMATH OF WW II
F216 WAR COMES TO AMERICA
F845 CASTRO
F1182 FOCUS ON BERLIN
F914 THE HAT
F878 THE HOAXTERS

D. Filmstrips:

FS2166 AMERICA'S GLOBAL COMMITTMENT
FS2160 CHANGING BLUEPRINTS FOR DEFENSE
FS2154 FERMENT IN LATIN AMERICA
FS2170 KEY CRISIS IN THE COLD WAR
FS2152 THE STRUGGLES WITHIN ASIA
FS2161 TURMOIL IN THE MIDDLE EAST
FS2163 TWO DECADES OF COLD WAR
FS2136 U.N. ORGANIZATION
FS2158 WESTERN EUROPE'S NEW LOOK
XFS94 FOREIGN AID

E. Simulation Games:

CRISIS (International conflict teams manage affairs of six fictional nations), Simile II, P.O. Box 1023, La Jolla, Calif. 92037
DANGEROUS PARALLEL (Simulation closely resembling Korean War), Foreign Policy Assoc., 345 E 46th St., N.Y., N.Y. 10017
INTER-NATION SIMULATION (Decision-making and role playing in fictional nations), Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611
MISSION (Simulation of U.S. foreign policy in Vietnam), Interact, Inc., P.O. Box 262, Lakeside, Calif., $10.00
INS (5-8 nations with different amounts of power and economic strength), Western Behavioral Sciences Institute, P.O. Box 1023, La Jolla, Calif. 92037
SUMULATION: THE DECISION-MAKING PROCESS (Several countries seek to improve their nation's domestic and international position), World Affairs Council of Philadelphia, John Wanamaker's Store, 13th & Market Streets, Philadelphia, Pa. 19107
TRADE AND DEVELOP (Simulates processes of international trade), Academic Games Associates, Johns Hopkins University, 3505 N. Charles Street, Baltimore, Maryland 21212
MYTHIA (Simulation of foreign policy making), Project Plan, American Institutes for Research, 1791 Arastrudere Rd., Palo Alto, Calif.

IV. COURSE OUTLINE

A. Tradition of Isolation
   1. Military isolation
   2 Economic cooperation
      a. Dollar diplomacy, Manifest Destiny, Big Stick, Open Door - foreign trade eventually leads U.S. to greater world involvement
      b. Economic involvement leads to military involvement

B. Post-World War II Foreign Policy
   1. Europe
      a. Crumbling of Big-Three Unity, 1945-47 Soviet post-war expansion
      b. Ideological split
      c. Marshall Plan (commitment)
      d. Truman Plan (containment)
      e. Comicon
      f. Western Europe - shifting U.S. policy (NATO, Common Market, etc.)
      g. Western Europe - shifting U.S. policy toward communist satellite nations (case studies of Yugoslavia, Czechoslovakia)
   2. Asia
      a. Containment (Korea, Nationalist China, Viet Nam, Indonesia, etc.)
      b. Recognition of Red China and admission to U.N.
      c. Development of a U.S. Asian foreign policy
         1. Eisenhower Doctrine
         2. Nixon Doctrine
   3. Middle East
      a. Struggle with Russia for control
      b. Israeli-Egyptian clashes
      c. Economic aid
      d. Interference in Lebanon (Eisenhower)
      e. Foreign policy with neutral nations
   4. Africa
      a. Newly emerging nations - neutralist block (third world?)
      b. Military vs. economic aid
   5. Latin America
      a. U.S. image
      b. U.S. attempts at aid
      c. Communism in Latin America
      d. Cuba
      e. Fishing problems with Ecuador, Chile and Bolivia
      f. Latin American nationalization of U.S. industries
      g. Kennedy Administration
      h. OAS
      i. Alliance for Progress
   6 United Nations
      a. Effectiveness
      b. U.S. Support

C. Present and Future Foreign Policy
   1. Nuclear vs. limited war
   2. Balance of Power
   3. U.S. role as world policeman
   4. Implications of Sino-Soviet split as related to our foreign policy

Level 2-3-4

THE SUPREME COURT, CIVIL LIBERTIES, AND YOU 7301

I. COURSE DESCRIPTION

From Marshall to Berger this is a critical view of the role the Supreme Court has played in American History. Major emphasis will be placed on how the Court has handled the following issues: Nation-state conflicts, government and business problems, and government vs. the rights of the individual.

II. OBJECTIVES

A. Acquaint the student with his civil rights and responsibilities.
B. Make the student aware of how the appellate process works.
C. Develop critical thinking and analysis in interpreting Constitution.
D. Further develop student's ability to write coherently and concisely.
E. Further develop the student's ability to discuss issues in class, using facts and logic rather than emotion.
F. Acquaint student with background of civil rights.
G. Make the student aware of functions and place in society of U.S. Supreme Court and lower courts.
H. Stimulate interest in understanding civil rights and in protecting them.
I. To make student aware that it is very difficult to legislate attitudes.

III. OPTIONAL BOOKS AND MATERIALS

A. Text:
CIVIL LIBERTIES, Parker, O'Neil, & Econopouly

B. Books:
HERITAGE OF LIBERTY, Barth, Alan
SUPREME COURT IN AMERICAN LIFE, James, Leonard
YOUR RIGHTS & RESPONSIBILITIES AS AN AMERICAN CITIZEN, Quigley, Charles
THE UNITED STATES CONSTITUTION IN PERSPECTIVE, Heathcock, Claude L.
CIVIL RIGHTS & CIVIL LIBERTIES, Leinwand, Gerald
SUPREME COURT IN AMERICAN HISTORY, Fribourg, M.

C. Films:
F122 CONSTITUTION OF THE UNITED STATES
F827 SUPREME COURT
F647 UNDERSTANDING THE LAW–EQUAL JUSTICE FOR ALL
F1235 THE LOST GENERATION OF PRINCE EDWARD COUNTY: EQUALITY UNDER THE LAW
F1244 INTERROGATION AND COUNSEL
F1236 JUSTICE UNDER LAW–THE GIDEON CASE
CALIFORNIA FAIR HOUSING LAW, Britannica
FIRST AMENDMENT–FREEDOM OF RELIGION

D. Filmstrips:
FS2230 FEDERAL JUDICIARY
XFS18 THE HONORABLE COURT: THE SUPREME COURT OF THE UNITED STATES
THE FIGHT FOR OUR RIGHTS, Warren Schloat (8 sound strips)

IV. COURSE OUTLINE

A. Role of the Appellate courts
1. U.S. Supreme Court
2. U.S. Courts of Appeals
3. State Supreme Courts & Military Court of Appeals

B. Civil Rights and Responsibilities
   1. Civil rights amendments
   2. Responsibilities inherent with civil rights
   3. Possibility of loss of civil rights
C. Case studies
   1. Freedom of religion
   2. Freedom of expression
   3. Freedom of assembly
   4. Due process
   5. Equal rights under the law
      a. Employment opportunities
      b. Educational opportunities

Suggested Approaches:

A. Lecture on background information
B. Student presentations of civil rights amendments
C. Student discussions of case studies
D. Appropriate A-V aids and materials

Level 2-3-4

POLITICAL PARTIES AND PRESSURE GROUPS 7302

I. COURSE DESCRIPTION

This course surveys the origins of political thought in U.S. History and the development of the two-party system in the United States. Included in the survey are the tenets of each of the two major parties and their impact on the political life of the American people. The course further surveys the mechanics of elections and functions of political parties along with a study of the roles of third parties and pressure groups in American politics.

II. OBJECTIVES

A. The student will be able to explain why political parties developed.
B. The student will be able to hypothesize why a two-party system, rather than a multi-party system, developed in the United States.
C. The student will be able to trace the development of our two major political parties and to explain their basic philosophy.
D. The student will be able to name the more outstanding minority parties, explain their philosophy, and cite the function which "third parties" have served in U.S. politics.
E. The student will be able to discuss meaningfully the role of political parties in the U.S. now and in the future.
F. The student will become familiar with polling, polling booths and methods used by political parties to get their candidates elected.
G. The student will be able to demonstrate and explain the mechanics of voter registration and voting.
H. The students will be able to understand how pressure groups operate and will be able to evaluate whether they are necessary or not in a democratic form of government.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
PARTIES AND POLITICS IN AMERICA, Rossiter & Clinton (could be used as student text)
MAKING OF THE PRESIDENT, 1964, White
THEY ALSO RAN, Stone
THE LAST HURRAH, O'Connor
THE 480, Burdick
AMERICAN POLITICAL TRADITION, Hofstadter
GREAT ISSUES IN AMERICAN HISTORY, Hofstadter, Vol. 1 & 2
POLITICAL LEADERSHIP IN AMERICA, Wright
A SENSE OF THE PAST, Arnof
MAKING OF MODERN AMERICAN DEMOCRACY, Billington, Vol. 2
POLITICAL PARTIES IN THE USA, American Education Publications Unit Book
POLITICS: THE AMERICAN WAY, Ribicoff and Newman
THE PARANOID STYLE IN AMERICAN POLITICS AND OTHER ESSAYS, Hofstadter
PRACTICAL POLITICAL ACTION, Patterson and Franklin (good teacher reference and could be used as an additional text--organization of political parties)
THE POLITICAL PERSUADERS: THE TECHNIQUES OF MODERN ELECTION CAMPAIGNS, Dan Nimmo, Spectrum

B. Films:
F661 PRESSURE GROUPS
F758 THE TRUE STORY OF AN ELECTION

C. Filmstrips:
FS1471 CONGRESS AND THE VOTERS
FS692 ELECTING A PRESIDENT
FS2228 POLITICAL PARTIES
FS1745 THE PEOPLE'S CHOICE

D. Simulation Games:
SITTE (Simulates how interest groups exert influence in affecting community change), Simile II, $3.00
PLANS (Members of interest groups influence changes in U.S. society), Simile II, P.O. Box 1023, La Jolla, Calif. 92037

IV. SUGGESTED TEACHER REFERENCES

CONVENTION, Knehol and Bailey
MAKING OF THE PRESIDENT, 1960, White

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Two-party system in America – why has it been successful? – two-party vs. multi-party system
   1. Growth of parties – Federalist vs. Anti-Federalist
   2. Era of good feeling
   3. Whigs vs. Democrats
   4. Democrats vs. Republicans

B. Third parties and pressure groups in America – Their influence on public opinion and national policy
   1. Major third parties today
      a. Socialists
      b. Communist
      c. Nazi
      d. American Independence
   2. Other third-parties – Know-Nothings, Prohibition, Bull Moose, Progressive, etc.
   3. Pressure groups
      a. Why do we join pressure groups?
      b. Contribution or detriment to nation and state policy?
      c. Major pressure groups today – study on the local scene
         1. Medical groups
         2. Labor unions
         3. Farmers
         4. Minority groups
         5. Religious groups
         6. Business
         7. Education

C. Political Parties – their place in a democracy
   1. Why do we need political parties?
      a. Study in compromise
      b. Value of opposition
   2. "Grass Roots" – politics on the Alaskan scene
   3. The difference between the Republicans and the Democrats?
   4. Role of political parties in the future

Level 3-4-5

COMPARATIVE GOVERNMENTAL SYSTEMS 7303

I. COURSE DESCRIPTION

This course is designed to provide students with materials and information that will encourage them to think analytically about different political systems and to form well grounded concepts about the structure and functions of governments. Conduct of the course is a combination of lecture-discussion and independent and small-group projects. Emphasis is placed upon individual effort.

II. OBJECTIVES

A. To acquaint the students with important political concepts.
B. To bring to students a knowledge of the variety of political systems.
C. To make students aware of the different functions of governments and to enable them to classify these functions accordingly to defined categories.
D. To help students in identifying conditions conducive to political development and change.
E. To help students to develop explicit criterea for judging the relative worth of different forms of governments.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
TODAY'S ISMS, Ebenstein, (course outline basically follows this text)
THE DICTATORS, Archer (suggested readings for specific case studies – should be mandatory reading)
COMPARATIVE POLITICAL SYSTEMS, Holt Inquiry Series

B. Films:

F610	IRON CURTAIN LANDS
F656	POLAND: LAND UNDER COMMUNISM
F845	CASTRO
F275	MUSSOLINI
F820	CHINA UNDER COMMUNISM
F210	THE FACE OF RED CHINA
F212	WHAT WE FACE IN SOUTHERN ASIA
F343	CHALLENGE OF IDEAS
F213	THE TWISTED CROSS
F232	EXPANDING WORLD RELATIONSHIPS
F927	WASHINGTON: CITY OF THE WORLD
F211	NIGHTMARE IN RED
F821	THE SOVIET CHALLENGE

IV. TEACHER REFERENCES

TOTALITARIANISM, Friedrich
COMPARATIVE GOVERNMENT, Johnson, (Good reference book for comparative governmental systems)
DAS KAPITAL, Marx
READINGS ON FASCISM AND NATIONAL SOCIALISM, Univ. of Colorado
THE ABC OF COMMUNISM, Bukharin
COMMUNISM, FASCISM, DEMOCRACY: THE THEORETICAL FOUNDATIONS, Cohen

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. The Totalitarian Way of Life
   1. Totalitarian Communism
      a. The economic interpretation of history – Marx
      b. Lenin's contribution to the theory of communism
      c. Mao Tse-Tung's contribution to the theory of communism
      d. Communist doctrine and policy today
         1. Strengths in communism
         2. Weaknesses in communism
      e. Sino-Soviet conflict
      f. Case studies – Lenin, Stalin, Khrushchev, Mao, Tito, Castro
   2. Totalitarian Fascism
      a. Social background of fascism
      b. Psychological roots of fascism
      c. Elements of fascist doctrine and policy
      d. Fascist economics: the corporate state
      e. Case studies – Mussolini, Hitler, Franco, Peron, Ataturk, Trujillo, Batista, Duvalier, Salazar, Sukarno, Nassar
      f. Is fascism still a threat?

B. The Democratic Way of Life
   1. Democratic Capitalism
      a. Conditions of democracy
      b. Psychological roots of democracy
      c. Freedom, civil liberties, national security and loyalty
      d. Classical capitalism
         1. Stresses and strains in modern capitalism
         2. Sources of strength of capitalist democracy
      e. The pluralistic economy
      f. The welfare state
      g. Case studies – Britain, U.S.
   2. Democratic Socialism
      a. Historical background
      b. Socialism and democracy – Sweden
      c. Socialism vs. communism
      d. Socialist thought and policy
      e. Problems of nationalization
      f. Socialism in underdeveloped countries – see specific case studies

C. Future of the ISMS

Level 3-4-5

THE QUESTION OF EXTREMISM 7305

I. COURSE DESCRIPTION

The course will delve deeply into the question of extremism - U.S.A. It will question at what point a group becomes extremist, to what types of personalities extremism appeals and what tactics extremist groups use. The student will investigate, analyze and make independent judgements on the philosophies of several groups (examples: John Birch Society, S.D.S., Communist Party, Fascist Party, A.C.L.U., Black Militants, K.K.K., Minutemen, Yippies, etc.). This course will also consider dissent (violent and non-violent) and civil disobedience.

II. OBJECTIVES

A. Given various quotations and cartoons, the student should be able to differentiate between liberal, conservative, radical, and reactionary beliefs.
B. Given various current problems, i.e., welfare, civil rights, federal aid to education, pornography, etc., the student should be able to differentiate between right and left viewpoints.
C. Given case studies of the Know-Nothing Movement of the 1850's, the Red Scare of the 1920's, and the McCarthy Period of the 1950's, the student should be able to hypothesize about the kind of social setting needed for extremism to become a dominant factor.
D. Given the philosophy, membership, goals, and tactics of various extremist groups on the right and left, the student should be able to hypothesize about the nature of extremism in the United States today.
E. Given profiles of several extremist leaders and followers, the student should be able to hypothesize about a so-called "extremist" personality.

III. TEXTS

Preference of books for all-class reading:
EXTREMISM -- U.S.A., John Carpenter
PROTEST FROM THE RIGHT, Robert A. Rosenstone
THE SOCIAL SETTING OF INTOLERANCE, Seymour J. Mandelbaum - excellent on the Know Nothings, the Red Scare, and McCarthy
THE STRANGE TACTICS OF EXTREMISM, Harry and Bonaro Overstreet
PROTEST: MAN AGAINST SOCIETY, ed. by Gregory Armstrong
A PROPHETIC MINORITY, Jack Newfield
COMMUNISM AND THE NEW LEFT, U.S. News & World Report
"The Know-Nothing Uproar," Ray Allen Billington in MEANINGS OF HISTORY, ed. Barbara Judd, Susan Copley
"The Great Red Scare," Allen L. Damon in MEANINGS OF HISTORY, Judd and Copley
"Morals Left and Right," PSYCHOLOGY TODAY, April, 1971, pp. 39-44+, (excellent on extremist personality)

IV. OPTIONAL BOOKS AND MATERIALS

A. Books:

Left:

THE LIBERAL PAPERS, James Roosevelt
VOICES IN DISSENT, ed. by Arthur A. Ehirch
THE TRUE BELIEVER, Eric Hoffer
THE RADICAL PAPERS, ed. by Dissent Magazine
THE NEW STUDENT LEFT, Cohen and Hale
THE COMMITTED, Pinkney
THE IMPOSSIBLE REVOLUTION, Lewis M. Killian
RADICALISM IN AMERICA, Crowell
MALCOLM X, John Henri Clark
YOUNG RADICALS, Kenneth Keniston

NON-VIOLENT DIRECT ACTION, Hare & Blumberg
THE RADICAL LIBERAL, Kaufmann
CHRONICLES OF NEGRO PROTEST, Chambers
BLACK AND WHITE, Brink & Harris
BLACK POWER, Stokeley Carmichael
THE BLACK PANTHERS, Gene Marine
SISTERHOOD IS POWERFUL - An anthology of writings from Women's Liberation Movement, ed. Robin Morgan
DO IT, Jerry Rubin
THE AUTOBIOGRAPHY OF MALCOLM X, Malcolm X
WE ARE EVERYWHERE, Jerry Rubin
POST-PRISON WRITINGS AND SPEECHES, Eldridge Cleaver
SOUL ON ICE, Eldridge Cleaver
INTELLECTUAL ORIGINS OF AMERICAN RADICALISM, Staughton Lynd
THE URBAN GUERRILLA, Oppenheimber, Quadrangle
PROTEST: STUDENT ACTIVISM IN AMERICA, ed. Foster & Long, Morrow
DISSENT AND DECISION: I PROTEST–THE DEMOCRATIC WAY, Stanton & Leigh, Taylor, Y.E.S.
THE PRICE OF LIBERTY: PERSPECTIVES ON CIVIL LIBERTIES BY MEMBERS OF THE A.C.L.U., Alan Reitman ed., Norton

Right:

DANGER ON THE RIGHT, Epstein & Forster
THIS IS THE JOHN BIRCH SOCIETY, Griffin
INSIDE THE JOHN BIRCH SOCIETY, Jane Grone
THE CONSCIENCE OF A CONSERVATIVE, Barry Goldwater
A PROGRAM FOR CONSERVATIVES, John Tower
LEFT–RIGHT AND CENTER: ESSAYS ON CONSERVATISM IN THE UNITED STATES
NONE DARE CALL IT TREASON, John A. Stormer
THE BLUE BOOK, Robert Welch
HOODED AMERICA, David Chalmers
THE AMERICAN DISSENT: A DECADE OF AMERICAN CONSERVATISM, Jeffery Hart
THE HATE READER, Edwin S. Newman
THE INVISIBLE EMPIRE, Lowe
THE FARTHER SHORES OF POLITICS, Thayer, Simon & Schuster
THE INVISIBLE EMPIRE, Dan Smoot
THE FAR LEFT, Billy James Harges
AMERICA'S RETREAT FROM VICTORY, Sen. Joseph McCarthy
THE MINUTEMEN, J. Harry Jones, Doubleday
THE MC CARTHY ERA, 1950-1954, Scholastic Great Issues Series
Various materials found at the American Opinion Bookstore

General:

RIGHTS IN CONFLICT, ("The Chicago Police Riot"), Report submitted by Daniel Walker to National Commission on Causes and Prevention of Violence
CIVIL RIGHTS AND CIVIL LIBERTIES, ed. Gerald Leinwand
AMERICAN SOCIETY IN ACTION – READINGS FOR PROBLEMS AND PROMISE OF AMERICAN DEMOCRACY -- Unit 1 and Unit 10, ed. Donald Riddle, Excellent source
REPORT OF NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS
THE MOYNIHAN REPORT AND THE POLITICS OF CONTROVERSY, Lee Rosewater
THE AUTHORITARIAN PERSONALITY, ed. by T. W. Adorno, et. al.
ALTERNATIVES TO VIOLENCE, ed. by Larry Ng, Time-Life
THE RADICAL LEFT AND THE FAR RIGHT, Gary E. McEuen and David L. Bender
CLEAR AND PRESENT DANGER: THE FREE SPEECH CONTROVERSY, ed. Nicholas Capaldi, Pegasus
POINTS OF REBELLION, William O. Douglas, Vintage

B. Sound Filmstrips:
THE K.K.K., Warren Scholat Co.
RIGHT FACE, LEFT FACE, Warren Scholat Co. (John Birch Society, Young Americans for Freedom, Core, and S.D.D.)
THE HISTORY OF DISSENT, N. Y. Times

C. AMERICAN OPINION BOOKSTORE is a good source for tapes and movies expressing the rightest viewpoints

D. Simulation Games:
CONFRONTATION: THE GAME OF STUDENTS AND PROTESTERS AGAINST THE ESTABLISHMENT, School Service, 10000 Culver Blvd., Culver City, Calif. 90230, $4.95
SIMSOC (Citizens of simulated society dealing with problems of conflict), Free Press, 866 3rd Ave., N.Y., N.Y. 10022, $3.95
THE LIB GAME (Simulation of four antagonistic "lib" groups), Gini Scott, Creative Communications & Research

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. What is Conservative? Liberal? Reactionary? Radical?
What is Left? Right?

B. What is Extremism?
1. Where does the liberal and conservative philosophy leave the mainstream of political moderation and branch off into extremist territory?
2. One man's conception of extremism may be another man's idea of moderation.

C. Extremism in its historical setting: (no more than one week)
1. Know-Nothings - 1850's
2 Red Scare - 1920's
3. McCarthyism - 1950's

D. A look at some groups – their philosophy, membership, goals, and tactics. (Group reports and/or role playing effective techniques in this section)

LEFT:
1. Communist Party
2. Socialist Party
3. Black Muslims, Panthers, SNCC, CORE
4. Students for Democratic Society
5. Americans for Democratic Action
6. American Civil Liberties Union
7. Yippies
8. Women's Liberation Movement
9. Others

RIGHT:
1. John Birch Society
2. Minutemen
3. Christian Crusade
4. American Nazi Party
5. Ku Klux Klan
6. American Independence Party
7. Christian Crusade
8. Others

E. Comparison and evaluation of tactics and personalities of extremists.
1. To what type of personality do extremist views appeal?
2. Are the tactics of all extremist groups essentially the same?

F. Dissent and Civil Disobedience
   1. What place does dissent have in a democratic society?
      a. What are the rights and responsibilities of a dissenting group?
      b. What are the rights and responsibilities of the majority?
   2. When does dissent become civil disobedience?
      a. Possible discussion - riots - in the cities and on campuses
   3. Violent vs. non-violent solutions

Non-violent	vs.	Violent
Ghandi		American Nazi Party
Booker T. Washington		Black Militants
Martin Luther King		S.D.S. - Weathermen
		Yippies

   4 Why is dissent so prevalent today?

G. What is the relevance of this study of extremism to the individual student?

Level 2-3-4

INTERNATIONAL RELATIONS 7306

I. COURSE DESCRIPTION

This course includes a study of forces of international politics, law, and organizations among nations. It will look at the attempts at world cooperation in the past, the status of international relations today, and projections for the future. Emphasis will be on the UN as an international tool for solving world problems.

II. OBJECTIVES

A. Students will understand the factors determining national power, and, given a profile of a mythical country, be able to hypothesize its relative strength vis-a-vis the United States.
B. Students will understand the concepts of nationalism and internationalism and will be able to hypothesize about the advantages and disadvantages of each.
C. Students will be able to analyze at least five basic conflicts that make it difficult for nations to live in international harmony.
D. Through the establishment of a mock international organization, students will become aware of the many problems involved in attempting to construct an effective world organization.
E. Students will be able to knowledgeably evaluate the effectiveness of the U.N.
F. Students will be able to name at least five regional alliances giving their background and evaluating their effectiveness.
G. Based upon past efforts and results, students will be able to look critically at the problem areas involving international relations in the future.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

SWORDS INTO PLOWSHARES, T. L. Claude, Random House
IDEOLOGY AND WORLD AFFAIRS, John S. Gibson, Houghton Mifflin
POSTWAR NEGOTIATIONS FOR ARMS CONTROL, Bechhoefer, Bernard G.
THE LAW OF NATIONS, Brierly, J. L.
WORLD ORDER AND NEW STATES, Calvocoressi, Peter
THE UNITED NATIONS AND THE MAINTENANCE OF PEACE AND SECURITY, Goodrich, Leland, and Simons, Anne P.
THE NATURE AND FUNCTIONS OF INTERNATIONAL ORGANIZATION, Goodspeed, Stephen S.
DAG HAMMARSKJOLD, CUSTODIAN OF THE BUSHFIRE PEACE, Lash, Joseph P.
A SHORT HISTORY OF INTERNATIONAL ORGANIZATION, Mangone, Gerald J.
STRATEGY OF SURVIVAL, Young, Wayland
A SHADE OF DIFFERENCE Drury, Allen
THE FEARFUL MASTER: A SECOND LOOK AT THE UNITED NATIONS, Griffin, Edward

THE UNITED NATIONS: A SHORT POLITICAL GUIDE, Bailey, Sydney D.
THE SPREAD OF NUCLEAR WEAPONS, Maddox, John
THE BALANCE OF TERROR: STRATEGY FOR THE NUCLEAR AGE, Gallors, Pierre
CONTAINING THE ARMS RACE: SOME SPECIFIC PROPOSALS, Sone, Jeremy J.
THE WESTERN ALLIANCE: ITS STATUS AND PROSPECTS, Furniss, Edgar S., Jr.
THE UNITED NATIONS AT WORK: DEVELOPING LANDS, FOREST, OCEANS,...,
Jones, Joseph M.
THE WORLD OF THE POSTWAR DECADE: 1945-55, Jackson, J.
A WORLD WITHOUT WAR, Millis, Walter & others
INTERNATIONAL RELATIONS

B. Films:

F796 UNITED NATIONS: ORGANIZATION FOR PEACE (15 min., color)
F893 AFTERMATH OF WW II (25 min., b/w)
F849 WW I: BUILDING THE PEACE (11 min., b/w) gr. 10-12
F202 AROUND THE TABLE (17 min., b/w)
F232 EXPANDING THE WORLD RELATIONSHIPS (11 min., color) gr. 6-12

C. Simulations:

WAR AND PEACE, Mock international organization.
CRISIS (Simulation of international conflict involving six fictional nations), Simile II, P.O. Box 1023, La Jolla, Calif. 92037
See section in AMERICAN FOREIGN POLICY on simulations.

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Factors determining national power: population, resources, ingenuity, land, etc.
B. Internationalism vs. nationalism
   1. Definition of terms
   2. Self-determination of nations
   3. Rivalry of nations
   4. Allegiance to country vs. world
C. Attempts to establish peace at an international level
   1. Background of international relations up to 1945
      a. Rules of war
      b. Human rights
      c. Conferences
      d. Organizations
   2. The United Nations – attempts to settle disputes
      a. Make-up of the United Nations
      b. Case studies
         1. Congo
         2. Turkey
         3. Greece
         4. Arab-Israeli
         5. Korea
         6. New emerging nations
   3. Struggle for power in the UN
D. The Alliance System and International Relations
   1. Western alliance system (NATO – SEATO – CENTO – OAS)
   2. Common Market
   3. Communist block alliance system
   4. Communist block vs. West
   5. Neutral nations (India)
E. Future of international relations
   1. Space
   2. Arms control and disarmament
   3. Economic cooperation
   4. Balance of power vs. collective security
   5. Population control
   6. Ecology

ALASKAN STATE GOVERNMENT 7307

I. COURSE DESCRIPTION

This course will familiarize the student with the basic principals of state government. It will emphasize state legislative functions and the office of the Governor. It will cover the following areas which all citizens should have a basic understanding of – citizen's protection, all forty-four titles of the Alaska Statutes, how a bill becomes a law in Alaska, interpretation of current legislation, how to correspond with your legislators, the governor's office, laymans overview of everyday law, and lastly, Federal influence on the state.

II. OBJECTIVES

A. Student will learn how to research a new bill and/or review an existing State Law.
B. Student will understand the functions of the Alaska State government.
C. Student will be able to explain Alaska's Workman's Compensation Act.
D. Student will be able to explain eminent domain and give the pros and cons.
E. Student will be able to write and/or chart how a bill becomes a law in Alaska.
F. Student will be able to list at least five major duties of the Governor of Alaska.
G. Student will be able to demonstrate ability to correctly correspond with an Alaska legislator or government official.
H. Student will be able to distinguish between civil, criminal, common, substantive, and procedural law.
I. Student will be able to interpret current legislation.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
LEGISLATIVE HANDBOOK
ALASKA STATUTES, nine volumes per set; recommended two sets per library on reserve
WORKMAN'S COMPENSATION ACT, available free from state board, one per student
MAGISTRATES' HANDBOOK, Supreme Court, State of Alaska, (1968), available from the Michie Company, Charlottesville, Virginia. Cost: $12.00 a copy

B. Government Publications:
1. Copy of all bills submitted in House and Senate plus one copy of the daily journals of the House and Senate and summary reports available from any legislator at a cost of twenty dollars per year for handling and postage per school. Note: 1969 sessions publications were purchased by Am. Gov't class and are being bound for use in the 69-70 school year.
2. Bi-monthly news letters from the three Alaska Congressmen, copies are free on request.
3. Summary reports of Federal projects in Alaska, free on request from project director or congressman.

C. Speakers:
Guest speakers from: Alaska State Housing Authority, Alaska State Highway Dept., Workman's Comp. Board member from Anchorage, any legislator.

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Basic terminology (*see recommended references, last page)
B. Alaska Statutes
   1. Basic content
      a. Overview of the current titles
      b. How to research a new bill and/or review an existing State Law
C. Citizen's protection
   1. Workman's Compensation
      a. Who is covered
      b. Employer responsibility
      c. State Board
         1. Board appointment and term of office
         2. Board powers and responsibilities
         3. Board influence on other states' legal interpretations
         4. Guest speaker: member of present board
   2. Eminent domain
      a. Title 18
         1. Understanding the origin of eminent domain
         2. Which State departments or authorities are allowed to use this and why
         3. Other legal users
            (a) Local governments
            (b) Private enterprise
            (c) Federal government
         4. Effect of the local citizen
            (a) Relocation problems
            (b) Small business administration leans
            (c) Source of funds paid to private citizens
   3 How a bill becomes a law
      a. Understanding the legislative process
         1. how to read a bill
            (a) Subject matter
            (b) Information on face of bill above text
      b. Interpretation of the daily journal and weekly summary report of both the House and Senate
      c. Legislative committees
         1. Types
         2. Duties
         3. Legislative appointments; current members
         4. Year-round function
         5. Guest speaker who is a current member of a committee
D. Office of the Governor
   1. Duties of the Governor
      a. Administrative authority over the daily operations of the State Government
      b. Influence on the legislature
      c. Committees appointed by the governor without the approval of the legislature
      d. Special authority granted the governor in time of crisis
E. Alaska Statutes
   1. Special treaties
   2. Conditions under which the state was admitted to the Union--the Alaska Constitution
   3. 44 Titles
   4. Additions and deletions
F. Correspondence with legislators
   1. Basic structure
   2. Type of information to request and/or how to get special interest legislation passed
   3. How you can help your legislators
      a. Election districts
      b. Precincts
      c. Election polls
      d. Ballots

G. The Court System
   1. What constitutes a court
   2. Alaska Court System
      a. History of Alaska court system
      b. The Supreme Court of Alaska
      c. The superior court
      d. The district court--district judges
      e. The magistrate court
         (We will discuss the qualification and duties of all courts)
   3. Distinction between kinds of law in modern Alaska
      a. Civil Law
      b. Common Law
      c. Substantive Law
      d. Procedural Law
      e. Criminal Law

H. Federal government's influence on the state government
   1. Federal constitutional rights passed on to the state
   2. How effective are our two senators and one representative
      a. How are they elected or appointed
      b. What have they done for Alaska as compared with previous congressmen?
      c. How can they help a private citizen in Alaska?
         1. Special help for persons or families in the armed services
         2. Influence political appointments
         3. See that Federal dollars are spent in the state
            (a) Public works
            (b) Federal aid to schools
            (c) Matching funds: Dept. of Labor, Welfare, etc.

I. Interpretation of Current Legislation
   1. Major problems for the current session
      a. How to spend oil money
      b. How to achieve 100% employment
      c. What to do with the H. V. Wickersham
   2. Problems of the next session
      a. Constitutional convention
      b. How to update and improve education of students within Alaska
   3. Future problems
      a. Oil influence on state government
      b. The state capital location question

Level 2-3-4

ECONOMICS 7401

I. COURSE DESCRIPTION

This course will familiarize the student with the principles of economics. It will emphasize free enterprise and capitalism and cover the following areas: basic economic terminology and structure, production, consumption, distribution of goods, government finance, banking, international trade and a brief comparison of the various economic systems.

II. OBJECTIVES

A. To increase awareness of the factors contributing to our standard of living.
B. To enhance the student's ability to read economic news with understanding.
C. To reinforce the concept of the interdependence of man.
D. To acquaint the student with the field of economics as a possible vocation.
E. To learn what government actions are possible to combat inflation or deflation.
F. To be able to demonstrate, using both graphs and examples, the laws of: downward sloping demand, diminishing returns, diminishing utility.
G. To be able to read and understand stock market reports in local newspapers.
H. To be able to demonstrate and explain the function of price in the free enterprise system.
I. To be able to defend in one or two paragraphs the free enterprise system both its inherent strengths and weaknesses.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
ECONOMICS: PRINCIPLES AND PRACTICES, Brown & Wolfe (Merrill), Recommended text
ECONOMICS: ITS PRINCIPLES AND MEANS, Ward, (Could be used for both teacher and student)
COMPARATIVE ECONOMIC SYSTEMS, Fenton, (Could be used for both teacher and student)
BUSINESS ENTERPRISE IN THE AMERICAN ENTERPRISE, Alvin, DeRyche, Thompson
THE USA IN THE WORLD ECONOMY, Steinberg
CAPITALISM AND OTHER ECONOMIC SYSTEMS, Lee, Baldwin and McCreary
OUR LABOR FORCE, Senesh and Nowell
ECONOMICS OF THE COMMUNITY, Boylan and Myles
UNDERSTANDING ECONOMIC GROWTH, Daugherty
INFLATION SIMPLIFIED, U.S. World Report
MONEY IN OUR ECONOMY, Welfling
WORLD TRADE, Calderwood and Jones
ECONOMICS IN ONE LESSON, Hazlett
THE WORLDLY PHILOSOPHERS, Heilbroner
NEW INDUSTRIAL STATE, Galbraith
AFFLUENT SOCIETY

B. Pamphlets:
FEDERAL RESERVE BANK

C. Charts:
NATIONAL INDUSTRIAL CONFERENCE BOARD

D. Magazines and Newspapers:
BUSINESS WEEK
U.S. NEWS & WORLD REPORT
FORTUNE
CHANGING TIMES
WALL STREET JOURNAL
ANCHORAGE TIMES

E. Films:

F154 FEDERAL RESERVE SYSTEM
F130 A FUTURE TO BANK ON
F352 RISE OF ORGANIZED LABOR
F653 WORLD TRADE FOR BETTER LIVING
F128 USING BANK CREDIT

F. Filmstrips:

MEN AND MACHINES – OUR EXPANDING ECONOMY

G. Simulation Games:

CONSUMER (Simulates problems of economics and installment buying), School Service, Western Publishing Co., Inc., 150 Parish Drive, Wayne, N.J., $30.00

ECONOMIC SYSTEM (Features common to differing economic systems), Academic Games Assoc., John Hopkins Univ., Dr. James Coleman, Baltimore, Md., $25.00

B.M.G. (Creates a simplified market economy requiring management decision-making), Western Behavioral Sciences Institute, 1121 Torrey Pines Blvd., La Jolla, Calif. 92037

MARKET GAME (Study of the free market economic relations), Holt, Rinehart, and Winston, 383 Madison Avenue, N.Y., N.Y. 10017

ECONOMIC DECISIONS GAMES (Includes the market, firm, collective bargaining, etc., set of 8 games), Science Research Assoc., 259 E. Erie St., Chicago, Ill. 60611

PANIC (Simulation of 1920's, prosperity and depression of the '30's), Interact, Inc., P.O. Box 262, Lakeside, Calif.

VENTURE (Business simulation to make decisions necessary for operating companies in a competitive economy), Proctor and Gamble, Director of Educational Service, P.O. Box 599, Cincinnati, Ohio 54201

IV. TEACHER'S REFERENCES

ECONOMICS, Samuelson
STATISTICAL ABSTRACT OF U.S.
Various government publications

V. COURSE OUTLINE AND SUGGESTED APPROACHES

Course Outline:

A. Basic Terminology
B. Consumption, Production, Exchange
   1. Consumption
      a. Consumption of goods
      b. Advertising
   2. Production
      a. Production of goods
      b. G.N.P.
      c. Natural resources
      d. Capital
      e. Labor
      f. Management
      g. Forms of business organizations
      h. Problems of scarcity
   3. Exchange
      a. Supply and demand
      b. Forms of competition
      c. Monopolies
      d. Stock Market
      e. Transportation
C. Government and Finance
   1. Sources of revenue
   2. Government spending
   3. Government regulation

D. International Trade and Finance
   1. Reasons for international trade
   2. What is a good balance of trade between nations?
   3. Banking – monetary stability – deficit spending – gold standard
E. Compare and Contrast various economic systems
   1. Capitalism
   2. Socialism
   3. Communism
   4. Fascism

Suggested Approaches:

A. Some lectures especially monetary system, price system, and international payments.
B. Small group research and presentation on factors of production.
C. Charts and graph reading.
D. Guest speakers on: credit, stock market, insurance and others as available.
E. Field trips are of significant worth, but of doubtful expediency.
F. Individual written or oral reports on an industry, company, or aspect of personal interest.

Level 2-3-4

PSYCHOLOGY 7403 AND 7404

I. COURSE DESCRIPTION

This course is designed as an introduction to human behavior: to open lines of communication to an understanding of behavior and attitudes--thus a careful study of problems and interests of adolescents is encouraged. Unlike sociology which emphasizes group behavior and group interaction, psychology emphasizes the uniqueness of the individual. Areas of study will include an introduction to terminology, theories of learning, personality, intelligence, heredity and environment, mental health, emotional problems, etc.

II. GENERAL OBJECTIVES

A. Through information and discussion, to develop an awareness among the students regarding the differing theories, concepts, approaches, and problems within the area of psychology.
B. To answer questions and allay concern in a controlled atmosphere.
C. To bring about better understanding of social problems and to increase ability to live harmoniously with others.
D. To enable students to develop personal problem-solving techniques.
E. To help students:
   1. To feel significant and to live a fuller life through a better understanding of their behavior.
   2. To know it is their responsibility to set their own standards and limits by making them aware of a decision-making process.
   3 To learn to grow, change, and adjust to daily life.
   4. To share feelings openly without judgement, but aware of attitudes and behavior.
   5. To know that they learn what they live and become what they experience.
F. To make the student aware of the importance of mental health maintenance.
G. To let the student see the possibilities of psychology as a vocational field.

III. BEHAVIORAL OBJECTIVES

A. When given a list of examples of behavior on an exam, the student will be able to choose examples which will show his understanding of the definition of psychology and its branches.
B. When given examples of behaviors on an exam, the student will be able to tell whether heredity, environment, or both are involved.
C. When given a case study of emotional problem, the student will be able to pick out symptoms, to infer cause, to name, and to suggest a method of handling simple problems or treatment for complex problems.
D. From reading case studies of animals or watching experiments with animals, the student will be able to state verbally or in writing the type of learning which takes place, the type of positive or negative reinforcement.
E. When given questionnaires, IQ tests, etc., the student will be able to use the information to compile statistical charts and to interpret the data and test.

IV. OPTIONAL BOOKS AND MATERIALS

A. Books:

PSYCHOLOGY: ITS PRINCIPLES AND APPLICATION, Engle (Text)
RECORD OF ACTIVITIES AND EXPERIMENTS, Engle (Text)
THIS STRANGER, MY SON, Louise Wilson
ONE FLEW OVER THE CUCKOO'S NEST, Ken Kesey
DIBS: IN SEARCH OF SELF, Virginia Asline
I NEVER PROMISED YOU A ROSE GARDEN, Hannah Green
JORDI, DAVID AND LISA, Theodore Isaac Rubin
BETWEEN PARENT AND TEEN AGER, Dr. Haim G. Ginott, Avon
BLESS THE BEASTS AND CHILDREN, Glendon Swarthout
DICTIONARY OF PSYCHOLOGY, J. P. Chaplin
PATTERNS OF CULTURE, Ruth Benedict
THE SEARCH FOR BRIDEY MURPHY, Morey Bernstein
PSYCHOLOGY AND LIFE, Floyd Reich
DREAMS, Robertson and Franklin
PSYCHOLOGY THROUGH LITERATURE, Caroline Strodes
A FIRST COURSE IN EXPERIMENTAL PSYCHOLOGY, R. R. Bugelski
GREAT EXPERIMENTS IN PSYCHOLOGY, Henry Garrett
BECOMING, Allport
WAYS TO IMPROVE YOUR PERSONALITY, Virginia Bailard
WHY WE ACT AS WE DO, Philip Eisenberg
JUKES IN 1915, Arthur Estabrooks
KALLIKAKS, Henry H. Goddard
WOLF BOY OF AVEYRON, Jean Marc Gaspard
THE HUMAN MIND, K. Menniger
THE BASIC FACTS OF HUMAN HERIDITY, Amram Scheinfeld
FEAR STRIKES OUT, Jimmy Piersall
ASYLUM, William Seabrook
SNAKE PIT, Mary J. Ward
A MIND THAT FOUND ITSELF, C. W. Beers
THE GREAT IMPOSTER, Robert Crichton
PSYCHOLOGY ALLIED TO LIFE AND WORK, H. W. Hepner
UNDERSTANDING YOURSELF, Ernest R. Grove

B. Films:

F155 DEVELOPING LEADERSHIP
F158 DEVELOPING YOUR CHARACTER
F163 HOW HONEST ARE YOU
F466 HOW WE LEARN
F157 MAKE YOUR OWN DECISIONS
F140 RESPONSIBILITY
F954 THE SOCIAL ANIMAL
F169 UNDERSTANDING YOUR EMOTIONS
F167 UNDERSTANDING YOUR IDEALS
F945 HUMAN HEREDITY

C. Filmstrips:

FS256 ACCEPTANCE OF DIFFERENCES
FS255 CONSIDERATION FOR OTHERS
FS180 COOPERATING WITH OTHERS
FS217 PERSONAL PROBLEM SOLVING
FS218M THE PSYCHOLOGY OF LEARNING
FS208 SHYNESS
XFS89 YOUR PERSONALITY: THE YOU OTHERS KNOW

V. COURSE OUTLINE

A. Science of Psychology
   1. Definition and history
   2. General divisions
   3. Pseudo-sciences and misunderstood psychology
   4. Scientific method of psychology

B. The Learning theory
   1. How we learn
   2. Improving learning techniques

C. Personality
   1. Make-up
      a. Heredity
      b. Culture
      c. Environment
      d. Training
      e. Education
   2. How personality affects adjustment
   3. Maslow's hierarchy of needs

D. Components of Adjustment
   1. Tolerance
   2. Impulse & behavior control
   3. Selective awareness
   4. Personal integration
   5. Self realization

E. Adjustments
   1. Motivation - what directs you to certain goals
      a. Drives
      b. Psychological & social needs
         1. Need for security
         2. Need to respond to others
         3. Need for approval & prestige
      c. Emotions
         1. Conscious experiences (anger, elation, etc.) moods
         2. As responses
            (a) External
            (b) Internal-reisceral
   2. Socially acquired motivations
      a. Attitudes
      b. Self concept
      c. Goal & purposes
   3. Frustration & conflict
      a. Reactions to:
         1. Defensive
         2. Pggressive
      b. Controlling aggressive reactions

F Variety of adjustment behavior
  1 Defense mechanisms
    a. Causes of unfavorable self-evaluation
    b. Development of defense mechanisms
    c. Variety of mechanisms
    d. Results of defensive behavior
      1. delinquencies
      2. positive values
  2. Adjustment by escape
    a. Withdrawal
    b. Negativism
    c. Fantasy
    d. Regression
  3. Fear and repression
    a. How fears develop
    b. Normal & abnormal fears
    c. Counteraction of fears

G. Problems of illegal behavior

H. Problems of prejudice
  1. Race
  2. Origins of prejudice
  3. Scapegoating
  4. Correction
    a. Education
    b. Intergroup contacts

I. Fearing & forgetting
  1. Association
    a. Reinforcements
    b. Motivation
  2. Thinking
    a. Opinions
    b. Decision making

J. Suggested activities:
  1. Organize student groups to plan and carry out appropriate experiments, surveys, questionnaires, and activities.
  2. Handwriting analysis or numerology – tell fortunes.
  3. Several case studies.
  4. "Experiment in Telepathy" – from workbook accompanying Engle's RECORD OF ACTIVITIES AND EXPERIMENTS.
  5. Demonstrate a Ouija Board.
  6. Experiments in learning – illustrating trial and error, insight and conditioning – students bring puzzles (nail, picture, wood block, labyrinth, etc.), punchboard mazes, and puzzle boxes Use graph paper to trace progress of learning.
  7. Experiments in optical illusion.
  8. Select large variety of musical works – classical, church, opera, pop, etc. Have students concentrate on music and draw, scribble, color, etc. to music. Free expression of use of color.
  9 Police department demonstration of lie detector.
  10. Field trip to A.P.I.
  11. Guest speakers.
  12. Panel discussions.

Level 2-3-4

SOCIOLOGY 7405 AND 7406

I. COURSE DESCRIPTION

Sociology is a study of man in social groups. In this class, various social processes will be investigated, emphasizing the conflict between tradition and change. This class will look at several societies and discuss their institutions, mores, folkways, and values. The central theme of the class will be man's behavior in social groups and those groups' effect on him.

II. OBJECTIVES

A. To give the student an understanding of how a society is structured.
B. To show how a society influences his members.
C. To give the student an understanding of the socialization process.
D. To show how social change takes place.
E. To give the students an understanding of the following institutions and their effect on group behavior.
   1. Family
   2. Marriage
   3. Education
   4. Religion
F. To illustrate the existence of class structure and status in a society.
G. To discuss various social problems in our society.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

Materials used in SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS), Allyn and Bacon
TRADITIONS AND CHANGE IN FOUR SECTIONS, Ed. Edwin Fenton
OUR CHANGING SOCIAL ORDER, Gerian, Ruth Wood, & Gienaw, Robert
MODERN SOCIOLOGY, Koller, Marvin, & Couse, Harold
SOCIOLOGY: AN ANALYSIS OF LIFE IN MODERN SOCIETY, Green, Arnold W.
CITIES – CONFLICT, Holt Impact Series
DIVISION STREET: AMERICA, Terkel, Stude
THE INDIVIDUAL AND THE CROWD, A Study of Identity in America; Ruitenbeek, Hendrik M.
THE PRESS, Lubling, A. J.
HIDDEN PERSUADERS, THE STATUS SEEKERS, THE WASTE MAKERS, PYRAMID CLIMBERS, Packard, Vance
CULTURAL PATTERNS AND TECHNICAL CHANGE, ed. Mead, Margaret
PATTERNS OF CULTURE, Benedict, Ruth
ANTHROPOLOGY: CULTURE PATTERNS AND PROCESSES
TRADITIONAL CULTURES: AND THE IMPACT OF TECHNOLOGICAL CHANGE
THE POPULATION BOMB, Ehrlich
DISCRIMINATION, U.S.A., Javits
PREJUDICE AND YOUR CHILD, Clark
HIGH SCHOOL SOCIOLOGY, Allyn & Bacon

B. Films:

F926 THE CONSCIENCE OF A CHILD
F158 DEVELOPING YOUR CHARACTER
F157 MAKE YOUR OWN DECISIONS
F166 WHY WE RESPECT THE LAW
F954 THE SOCIAL ANIMAL
F912 THE EVOLUTION OF MAN
F661 PRESSURE GROUPS
F1045 THE UPROOTED NATION
THE HOUSE THAT JACK BUILT - Ark
THE CONSCIENCE OF THE CHILD - Ark
SAGA OF WESTERN MAN - 1964 - McGraw Hill
WEBSTER GROVES - McGraw Hill
THE SKY ABOVE, THE MUD BELOW - Pictures, Inc.
STATE SCHOOL FILM LIBRARY

C. Filmstrips:

THE WAR AGAINST POVERTY, N.Y. Times, March, 1966
THE POPULATION EXPLOSION, N.Y. Times, March, 1967
PROBLEMS OF THE CITIES
EXPLODING THE MYTHS OF PREJUDICE
WHAT IS PREJUDICE
DRUGS IN OUR SOCIETY

D. Video Tapes:

THE ESKIMO: FIGHT FOR SURVIVAL

E. Tapes:

THE CITIES: PRESSURE POINTS IN OUR SOCIETY
THE PROBLEMS OF THE CITIES

IV. REFERENCE BOOKS FOR TEACHERS

SOCIOLOGY: A TEXT WITH ADAPTED READINGS, Broom & Selznick, Harper & Row
SOCIOLOGY: THE STUDY OF HUMAN INTERACTION, Dressler, Random House
THE HUMANIZATION OF MAN, Lesley Montagu
THE SOCIOLOGY OF SOCIAL PROBLEMS

V. COURSE OUTLINE AND SUGGESTED APPROACHES

Course Outline: SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS)

An Alternate Approach:

Begin the course with a vocabulary list defining basic sociological terms. Then, go into personality development, individual and group. Several different kinds of groups should be studied as well as non-groups, i.e., crowds, mobs, etc.

Change is the most important social process to be studied by first, look at tradition; then at change. Western society could be used but it is suggested that a smaller, less complicated society be studied with a comparison to western society at times.

Then, show how our society has influenced and/or eclipsed most societies with which it has had contact. At this point, the study of various social institutions could be introducted.

Status could be the next concept discussed tying it into social class. End this unit with a discussion of the lowest socio-economic class in our society and the social problems arising from it. Finish with a discussion of social problems dealing with other classes or sub-societies of interest.

PROBLEMS OF THE CITIES 7407

I. COURSE OUTLINE

This course is devised to acquaint the student with the quality of our urban environment and the many problems plaguing our cities today. A concluding unit focuses on Anchorage as a growing urban area, whereby the student may relate the unit to his own experience.

II. OBJECTIVES

A. Student will be able to trace the history of cities to the present time, giving the reasons for the various kinds of cities in the different historical times.
B. Student will be able to discuss the present trend in the growth of the cities and what seems to be the future for cities.
C. Student will become familiar with the problems of the cities and will be able to specify eight separate problems and define them.
D. Student will be able to analyze the problems facing today's cities: mass transit, insufficient tax base, schools, welfare, pollution, etc.
E. Student will be able to explain the various types of city government used in the U.S.A.
F. Student will be able to explain the Anchorage borough and city governments and the problems of unification.
G. Student will be familiar with and be able to discuss the various problems of the departments of the Anchorage borough and city governments.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
AMERICAN SKYLINE, Tunnard, C. & Reed, H.
THE INDIVIDUAL & CROWD–STUDY OF IDENTITY IN AMERICA, Ruitenbeek, H.
HIGHWAY & THE CITY, Mumford, L.
IMMIGRANTS IN AMERICAN LIFE, Mann, A.
IN THE MIDST OF PLENTY, Bagdikian
THE OTHER AMERICA, Harrington, M.
THE INTELLECTUAL VS. THE CITY, White, Morton & Lucia
SILENT SPRING, Carson, Rachel
QUIET CRISIS, Udall, S.
NEGRO IN THE CITY, Leinwand, G.
CRIME & JUVENILE DELINQUENCY, POVERTY & THE POOR, Leinwand, G.
AMERICAN SOCIETY IN ACTION, Riddle, Donald
ORGANIZATION MAN, Whyte, W.
FROM RACE RIOT TO SIT IN, Waskow, A.
URBAN COMPLEX, Weaver, Robert (Suggested student text)
EXPLODING METROPOLIS, Editors of FORTUNE
NEGRO IN AMERICA, Cuban, L.
THE ME NOBODY KNOWS, Joseph, S.
REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS
THE MOYNIHAN REPORT AND THE POLITICS OF CONTROVERSY, Rosewater, Lee
SEE ALSO League of Women Voters
NATIONAL CHAMBER OF COMMERCE
DIVISION STREET: AMERICA, Terkel
STATUS SEEKERS, Packard
THE AFFLUENT SOCIETY, Gailbraith
CITIES AND CITY LIFE – Sociological Resources for Secondary Schools, Ann Arbor, Michigan

B. Films:
F927 WASHINGTON, CITY OF THE WORLD
F597 THE COUNTRY STORE
F350 DUST BOWL
F651 GASOLINE AGE
F1045 UPROOTED NATION
POVERTY IN ANCHORAGE – Anchorage Community Action Agency

C. Filmstrips:
FS1485 GROWING CRISIS FOR THE CITIES

D. Simulations:
COMMUNITY DISASTER, Academic Games Assoc., $30.00
CITY I (Metropolitan urban development through actions of entrepreneurs), Washington Center for Metropolitan Studies, 1717 Massachusetts, Washington, D.C., $15.00
C.L.U.G. (Urban development environment, board game), Systems Gaming Association, A1-2 Lansing Apart., 20 N. Triphammer Rd., Ithaca, N.Y. 14850, $125.00
REGION (Eight teams work with urban growth and development), Washington Center for Metropolitan Studies, $3.00 per man.
PORTSVILLE (See Simulation Games under Changing Face of Industrial America)
MANCHESTER (A game based on urbanization), ABT Associates, 55 Wheeler Street, Cambridge, Mass 02138
CITIES GAME (Focuses on problems of cities), Psychology Today, P.O. Box 4762, Clinton, Iowa 52730

IV. COURSE OUTLINE

A. The challenge of the city
   1. Brief introduction to the problems and prospects of urban life
      a. Are cities obsolete?
      b. Urbanization
      c. Role of Surburbia
   2. The origin of cities
   3. Ways men think and feel about the cities
B. Specific urban problems
   1. Race
   2. Housing
   3. Poverty
   4. Education
   5. Crime
   6. Transportation
   7. Air Pollution
   8. Finance
   9. Loss of identity and personal worth
   10. Others
C. Ability of the urban community to organize itself to meet the urban crisis
   1. Fragmentation of local government
   2. Effective leadership
   3. Reorganization of the government structure
   4. Infusion of financial aid from the nation and the states
D. Anchorage, a developing large city of the north
   1. Potential problems
   2. Resource people from the following:
      a. Greater Anchorage Borough Planning Staff
      b. City Council
      c. Borough Assembly
      d. Board of Education – Prospects for the future
      e. Human Rights Commission
      f. Poverty Program
      g. Housing
         1. FHA
         2. Mobile Homes
         3. Banker
         4. Developer
      h. Crime-Police Official
      i. Transportation – City & Borough – State Department of Highways
      j. Operation Breakthrough – a community attempt

ADOLESCENCE AND MODERN PROBLEMS 7408

I. COURSE DESCRIPTION

This course will be the study of adolescence and the socialization process. It should be largely unstructured utilizing group discussions of various teenage problems and possible solutions. Topics for discussion will be largely determined by the interests and needs of the class.

II. OBJECTIVES

A. Student will analyze the socialization process called adolescence in its uniqueness to Western youth.
B. Student will understand the sources from which adolescent problems arise.
C. Student will learn to deal with his own socialization process.
D. Student will be able to compare the subculture of adolescence with that of greater Western culture.
E. The student will investigate the various ways adolescence influences maturity.
F. The student will be able to discuss possible solutions to problems arising in urban living.

III. OPTIONAL BOOKS AND MATERIALS

A. Books: (Suggested Student-Teacher References)
Recent periodicals - new books in library/newspapers
YOUNG PEOPLE AND DRINKING: THE USE AND ABUSE OF ALCOHOL, Dr. Arthur H. Cain
KIDS, CRIME AND CHAOS, Raul Tudley (World Report on Juvenile Delinquency)
THE OUTSIDERS, S. F. Hinton (Studies in the sociology of defiance)
GROWING UP ABSURD, Paul Goodman
SCHOOL FAILURES & DROPOUTS, Public Affairs Pamphlet No. 346
THE UNMARRIED MOTHER, Public Affairs Pamphlet No. 440
YOUTH & THE HAZARDS OF AFFLUENCE, Blaine
LEGAL GUIDE TO ALASKA YOUTH, Pamphlet
THE NEGRO CRISIS
ABOUT MENTAL HEALTH, Pamphlet
CRIME AND JUVENILE DELINQUENCY, G. Leinwand
TEENAGERS AND THE LAW, John P. Hanna

B. Simulations:
GENERATION GAP, School Services, $15.00
PARENT-CHILD, Academic Games Project
SUNSHINE, School Services
GHETTO, School Services

C. Films:
CONFORMITY, Sterling Movies, U.S.A., Inc.
SAGA OF WESTERN MAN, 1964
WEBSTER GROVES, McGraw Hill
THE SKY ABOVE, THE MUD BELOW, Pictures, Inc.

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Adolescence
1. Definition – Socialization process
2. Comparison with other cultures
3. History of adolescents

B. Problems arising from adolescence
   1. Sources
      a. Broken homes
      b. Alcoholism, mental illness
      c. Repression by society
      d. Discovery of self
      e. Prejudice
      f. Generation gap
   2. Results
      a. Running away
      b. Juvenile delinquency
      c. Drugs
      d. Teenage marriages
      e. Protests and riots
   3. Solutions
      a. Bridging generation gap
      b. Feelings of self-worth
      c. Involvement in positive things
      d. Feelings of responsibility
      e. Breakdown of prejudice
      f. Learning the facts about drugs, alcoholism, mental health, etc.

Level 1-2-3-4

THE NATURE OF PREJUDICE 7409

I. COURSE DESCRIPTION

This course is designed to acquaint the student with the nature of the phenomenon of prejudice. The course will utilize a sociological approach in analyzing the characteristics and causes of prejudice. An examination will be made of the historical "eras of fear" in American society and an analysis of their causes. The course will require a considerable amount of reading and participation in group discussions and sociological experiments with the phenomenon of prejudice.

II. OBJECTIVES

A. To develop the ability to conduct independent research.
B. To acquaint the student with the seeds of prejudice and to develop an understanding of the causes of intolerance.
C. To acquaint the student with sociological concepts.
D. To acquaint the student with historical examples of intolerance in our society and to make application of the concepts above to an analysis of these events.
E. To develop the ability to participate in group discussion and problem solving.
F. To familiarize the student with contemporary problems relating to prejudice.
G. To get the student to look at his own prejudices and, in the light of new understandings, revise many of his ideas.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
THE NATURE OF PREJUDICE, Allport (Recommended text)
PREJUDICE AND YOUR CHILD, Clark, Beacon
THE SOCIAL SETTING OF INTOLERANCE
THE HATE READER, Newman, E.
THE PSYCHOLOGICAL THEORY OF PREJUDICE, Kecskemeti (Commentary, Oct. '54, pp. 359-366)
THE RIVALRY OF INTOLERANCES IN RACE RELATIONS, (Social Forces 28: 68-76, 1949)

THE LIVING RACES OF MAN, Alfred A., Knopf, N.Y., 1965
DISCRIMINATION USA, Javits, J., 1962, Washington Square Press
A PATCH OF BLUE, Kata
RAISIN IN THE SUN
LETTERS TO A BLACK BOY

B. Films:
GENTLEMAN'S AGREEMENT

C. Filmstrips:
EXPLODING THE MYTHS OF PREJUDICE
2 Filmstrips with records
Warren Schloat Productions, Inc.
Pleasantville, N. Y. 10570

D. Simulation Games:
SUNSHINE (A simulation of current racial problems), Interact, $10.00
BLACKS AND WHITES: A PSYCHOLOGY TODAY GAME, School Service, $7.00

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. The basis of prejudice (based on PREJUDICE AND YOUR CHILD)
1. How children learn about race
2. Society and children's feelings about race
3. The negro child and prejudice
4. The white child and prejudice

B. Case study of the Know-Nothings of the 1850's (based on THE SOCIAL SETTING OF INTOLERANCE)
1. Problem 1 - poverty, immigration and the city
2. Problem 2 - the Catholic "menace"
3. Problem 3 - the nativist program
4. Problem 4 - Catholic reactions
5. Problem 5 - the know-nothings: an evaluation

C. Case study of the Red Scare of the 1920's (based on THE SOCIAL SETTING OF INTOLERANCE)
1. Problem 1 - a radical view of America
2. Problem 2 - "defending America"
3. Problem 3 - limiting free speech
4. Problem 4 - The Palmer raids
5. Problem 5 - The red scare: an evaluation

D. Case study of McCarthyism (based on THE SOCIAL SETTING OF INTOLERANCE)
1. Problem 1 - the demand for loyalty
2. Problem 2 - the first charges
3. Problem 3 "the fight for America"
4. Problem 4 - to testify or not to testify
5. Problem 5 - McCarthyism: an evaluation

E. What can be done in a nation which does not profess prejudice? (based on PREJUDICE AND YOUR CHILD)
1. What can schools do?
2. What can social agencies do?
3. What can churches do?
4. What can parents do?
5. American youth and the future

Level 1-2-3-4

ALASKAN CULTURE: PAST AND PRESENT 7410

I. COURSE DESCRIPTION

Using an anthropological approach, this course is designed to assist students to better understand and appreciate the native cultures and the problems facing the Alaskan natives as they make the transition to the non-native world. It will briefly cover the history of Alaska, from prehistory to the present. A considerable amount of independent reading and research will be required of students as well as contribution to group discussion centered upon such things as cultural shock, conflicting values, and attitudes.

II. OBJECTIVES

A. To introduce the aborigines and their cultures to the students of today.
B. To develop interest in the Alaskan aborigine and how these adapted themselves to their hostile environments.
C. To acquaint the student with concepts of anthropology and its application to minority problems in the State of Alaska.
D. To provide a place for the exchange of facts about the aborigine from good reference material and from reports of individuals of Alaskan (native) heritage.
E. To inform students of the history, geography, and resources of the land.
F. To evaluate the effect of industrialization and urbanization on the cultures of the natives.

III. OPTIONAL BOOKS AND MATERIALS

A. Books: (At present, there is no suitable textbook for this course; the following can be used if good judgment is exercised:)

ALASKA, PAST AND PRESENT, Revised, Hulley, C.
THE STORY OF ALASKA, Andrews, C.
CENSUS REPORT, 1882, Petrof, I.
THE TLINGIT INDIANS, Krause, A.
THE ESKIMO OF NORTH ALASKA, Chance, N.
OLD WAYS FOR NEW, Warren Tiffany, Juneau B.I.A., Excellent
EDUCATING THE ALASKAN NATIVE, Margaret Lantis, U.S. of H.E.W.
POINT HOPE: AN ESKIMO VILLAGE IN TRANSITION, James Vanstone
AN ESKIMO VILLAGE IN THE MODERN WORLD, Charles Hughes
MY LIFE WITH THE ESKIMO, Stefansson, Vilkjalmur, Collier Books
THE VILLAGE PEOPLE, Anchorage Daily News Staff
ALASKA NATIVES AND THE LAND, Fed. Field Committee Staff
PEOPLE OF NOATAK, Claire Fejes, Knopf
BOOK OF THE ESKIMOS, Peter Freuchen, Fawcett
ARCTIC WOODLAND CULTURE OF THE KOBUK RIVER, J. L. Giddings, Jr.
ALASKAN ESKIMOS, Wendell Oswalt, Chandler Pub. Co.
SHADOWS FROM THE SINGING HOUSE - Eskimo Folk Tales, Helen Caswell, Charles E. Tuttle Co.
ALASKAN IGLOO TALES, Edward Keithan, Robert D. Seal Publication
ON ARCTIC ICE, Frederick Machetanz, Charles Scribner's Sons
ESKIMO STORIES, Robert Mayokok
THE NORTH ALASKAN ESKIMO: A STUDY IN ECOLOGY & SOCIETY, Robert Spencer, U.S. Govt. Printing Office, 1959

There are many other authoritative books by Guening, Lantis, Dall, Greeley Sundborg, Kennicott Schwatka, and many others which can be found in the Cuddy Collection at Loussac Library and in private collections, but in a 9 weeks' course, it is not possible to use them.

B. Films:

F323 NEXT DOOR TO SIBERIA (Diomedes)
F1321 ALASKA, THE NEW FRONTIER
F603 CUSTOMS OF THE ESKIMO
F58 ESKIMO CHILDREN
F363 ESKIMO RIVER VILLAGE
F150 ESKIMO WINTER
F1193 SEAL ISLANDS
F251 TIMBER AND TOTEM
F767 TOTEMS
EXILES - Contemporary Films (Deals with Indians adjusting to city life)
POVERTY IN ANCHORAGE - Anchorage Community Action Agency

For additional films, contact various government agencies: B.I.A.; Division of State-Operated Schools; Department of Education; U.S. Department of Health, Education & Welfare.

C. Filmstrips:

FS1144 to 1146 ESKIMO
FS1116 to 1128 ALASKA

D. Records:

TRADITIONAL SONGS BY ALASKAN ESKIMOS - Alaska Festival of Music, Anchorage Community Chorus, 45 rpm WB-2298

There are a few others available but the tapes on Aleut music are about the only music easily available at this time.

E. Simulation Games:

CARIBOU HUNTING (A board game in which students experience difficulties Eskimos experience in acquiring food), Education Development Center, 15 Mifflin Place, Cambridge, Mass. 02138

SEAL HUNTING (Same as above), Education Development Center

F. Videotapes:

THE FIRST ALASKAN SERIES (Fifteen 15-min. ITV tapes) Gr. 7-12
INUPIAT - THE ESKIMO PEOPLE
HEALTH AIDE
ESKIMO OLYMPICS
AS THE STUDENT SEES IT
EIGHT STARS OF GOLD
UNIPKUT - STORIES THAT ARE HANDED DOWN
AIYAHAK - ESKIMO STRING STORIES
STUDENT AWAY FROM HOME
PREPARING FOR TOMORROW - EDUCATION IN THE VILLAGE
WAINWRIGHT, ALASKA 99782
HAIDAS OF ALASKA
TWENTIETH CENTURY TSIMPSIANS
THE TLINGITS OF KLAWOCK
HAYNYAH TLINGIT DANCERS
SPORTS OF THE NATIVE YOUTH

THE STORY KNIFE (Fifteen tapes in which Jan Gibson tells authentic stories collected from Eskimo and Indian groups throughout Alaska. Each is intended to contribute some appreciation of the cultural heritage of Alaska's first people. For a sense of historical perspective, the old ways of life and the new ways are often contrasted. Although these were originally developed for the intermediate grades, many can be useful at the high school level if the teacher will preview the tapes first.)

THE STORY KNIFE
THE FOX MAN OF NUNIVAK
THE SEAL GUT RAINCOAT
THE WOMAN WHO MISTREATED THE CARIBOU
THE POOREST HUNTER
THE MAN WHO BECAME MAGIC

THE LESSON OF DENALI
EDASHLA, THE WOLVERINE
RAVEN THE CREATOR
THE WOODWORM TOTEM
THE BOY WHO WAS STOLEN BY A STAR
THE BOY WHO FED THE EAGLE
AN ALEUT LEGEND
RAVEN, THE TRICKSTER
A TRIP TO THE MUSEUM

IV. COURSE OUTLINE AND SUGGESTION APPROACHES

A. Acquainting students with anthropological techniques and tools
B. The Native Culture:
   1. Similarities and differences existing among major native groups: Haida, Tlingit, Athapaskin, Aleut, and Eskimo
      a. Regional distribution and environment
      b. Population
      c. Institutions (religion, education, family, etc.)
      d. Values, attitudes, etc.
      e. Technology
      f. Economy
      g. Art
   2. Major contributions of these native groups
   3 Individual research and group reports, utilizing the anthropological approach, effective here
C. The Native in Transition:
   1. Russian discovery--exploitation & impact
   2. Introduction of Western Culture (modern)
      a. U.S. acquisition, gold rush, WW II, and Cold War Period, and statehood
      b. Contact with Western values, attitudes, concepts, etc.
   3. Urbanization and resulting westernization
   4. Cultural shock, conflict and disharmony - disruption of traditional patterns of living
D. Conclude with problem of acculturation
   1. Process of acculturation and assimilation
   2. Problems of acculturation and assimilation
      a. Conflict of values, attitudes, morals, etc.
      b. Problems of the "culturally deprived"
      c. Family separation (boarding school students and others)
      d. Education
      e. Employment
      f. Alcoholism
      g. Becoming involved and accepted, putting down "new roots"
      h. The search for personal meaning and identity
   3. Problems that arise from having ethnic groups in our culture-native land claims

Level 2-3-4

ARCHITECTURAL HISTORY 7411

I. COURSE DESCRIPTION

This course will be "Architectural History" rather than "Historical Architecture." Therefore, it will not be the study of old buildings, but the study of history as expressed in the secular and religious buildings of the people that made up that history. The basic background will be Western Civilization, and the course will culminate with a study of contemporary architecture. Activities will include field trips to local architectural offices, the Borough Planning Commission, and selected buildings constructed in the Anchorage area.

II. OBJECTIVES

A. Students will be able to demonstrate One Point, Two Point, and One Point Bastard perspective drawings from three dimensional models.
B. By citing ten examples students will be able to explain how man has expressed himself in his various buildings during history.
C. Students will be able to trace the "history of architecture" by explaining the style of at least two representative buildings from each of the ten periods of architecture studied.
D. When shown sample pictures, students will be able to place representative buildings in their correct architectural period as designated by style.
E. Students will be able to explain various schools of "modern architecture" by citing examples of these schools.
F. Students will be able to give the names of six local architectural firms and describe at least four buildings by each firm or architect.
G. Students will be able to sketch on tracing paper over a base map and from memory the major areas of land usage in our area according to the zoning set up by the Anchorage Borough Planning Commission.
H. Students will be able to sketch on above map their own plans for the development of the area for the future, giving at least one reason for every change.
I. Students shall design and lay out at 1/4" scale a house or other building for a self-selected site in the area.
J. Students shall present a perspective drawing or model of the above house or building.

III. OPTIONAL BOOKS AND MATERIALS

PERSPECTIVE SKETCHES, Ernest W. Watson, 1964, Reinhold (Excellent)
PERSPECTIVE SPACE AND DESIGN, Louise Bowen Ballinger, 1969, Reinhold, (Good)
ROBB AND GARRISON'S ART IN THE WESTERN WORLD
SIR BANNISTER FLETCHER'S ARCHITECTURAL HISTORY
ARCHITECTURE THROUGH THE AGES, Talbot Hamlin
AN OUTLINE OF EUROPEAN ARCHITECTURE, Nikolaus Pevsner, 1968, Penguin, (Good)
STICKS AND STONES, Lewis Mumford, 1955, Dover Publications, (Fair)
AN INTRODUCTION TO MODERN ARCHITECTURE, J. M. Richards, 1947, Penguin, (Fair)
MODERN ARCHITECTURE, Vincent Scully, Jr., 1966, George Braziller, Inc., New York, (Good)

IV. COURSE OUTLINE

A. Early Architecture
   1 Primitive architecture
   2. The five great building cultures
   3. Egyptian architecture
   4. The early architecture of Western Asia
   5. The Mediterranean and the Aegean
   6. The Pre-Columbian architecture of America
B. Ancient Classical Architecture
   1. The architecture of Ancient Historic Greece
   2 Hellenistic architecture
   3 Roman architecture
   4. Provincial and later Roman architecture

C. The Architecture of Islam
D. Medieval Architecture
   1. The decay of Rome, and its conquerers as builders
   2. Byzantine architecture
   3. Romanesque architecture
   4. Gothic architecture
   5. Degeration of Gothic architecture
E. The Renaissance
   1. The dawn of the Renaissance
   2. The High Renaissance
   3. The Renaissance in France
   4. The Renaissance in Northern Europe
   5. The Renaissance in Spain
F. The Baroque and 18th century
   1. The Baroque spirit
   2. Baroque internationalism
   3. The eighteenth century
   4. The Rococo in Germany and England
   5. The Early Classical Revival
   6. Colonial architecture in America
G. Nineteenth Century Architecture
   1. The spirit of the 19th century
   2. Classic revival ideals
   3. The Classical Revival in the United States
   4. Romanticism
   5. Eclecticism
H. The Architecture of Today
   1. The revolt against Eclecticism
   2. Contemporary architecture in Europe
   3. Contemporary architecture in the United States
   4 Contemporary architecture in Alaska
      a. Alaska in general
      b. Anchorage architecture
         1. Local architectural firms
         2. Examples of local contemporary architecture
      c. Anchorage city planning

Level 2-3-4

BLACK HISTORY AND CULTURE 7412

I. COURSE DESCRIPTION

This course covers Black society in America. It briefly traces the problems of slavery and slave revolts. It covers the process of segregation of freed Blacks. The course will emphasize the modern problems of integration, civil rights, riots, Black Nationalism, Black Power, the Black Muslims, Pan-Africanism, and the Black Panthers. It traces the contributions to society by the following men: Frederic Douglass, Nat Turner, W.W.E. DuBois, Stokley Carmichael, and Malcolm X. It shows the de-humanizing process used against Black Americans and the process of re-gaining self-identity.

II. OBJECTIVES

A. To develop brotherhood and respect among all Americans by making students aware of the contributions of minorities in America.
B. To develop an awareness that any nationality or racial group must identify with a past culture to feel that they are a contributing member to a new society or culture.
C. To develop in the students a reality of present race relations in the U.S.
D. To become familiar with Negro leaders, their programs and their lives.
E. To understand the various black philosophies on how equality can best be achieved in American society.
F. To understand the techniques and methods employed by government and the civil rights leaders in striving to make the Melting Pot of Nations theory a reality.

III. POSSIBLE BEHAVIORAL OBJECTIVES

A. Given a case study, the student will be able to pick out three problems faced by the black slave and three ways the slave met these problems.
B. Given an abolitionist account and a southern-slave support account, the student will be able to compare and contrast the views of slavery held by each side.
C. Given examples of black nationalist behaviors and writings, the student will be able to pick out three goals of each movement and three methods of attaining goals.
D. Given a list of 20 famous black Americans, the student will be able to match these correctly with the list of achievements of these men.
E. Given examples of today's different types of "racism," the student will be able to state why these occur and two ways of changing them.
F. Given an example of a slave revolt, the student will be able to pick out three causes of the revolt, three actions which occurred during the revolt, and three results of the revolt.
G. Given examples of behavior, words, music, stories, etc., the student will be able to pick out the African heritage in these examples.

IV. TEXTS

THE NEGRO IN AMERICA, Cuban
THE NEGRO IN THE MAKING OF AMERICA, Quarles, Collier
BLACK PROTEST – HISTORY, DOCUMENTS AND ANALYSIS, 1916-PRESENT, Fawcett
THE AMERICA NEGRO, Logan & Cohen (Excellent)
UNIT ON AFRO-AMERICANS, Anchorage Borough School District

V. OPTIONAL BOOKS AND MATERIALS

A. Books:
LAY MY BURDEN DOWN, Botkin
NEGRO PROTEST THOUGHT IN THE TWENTIETH CENTURY, Broderick, Grancis and Meier
THE ABOLITIONISTS, Curry, Richard
NARRATIVE OF THE LIFE OF FREDRICK DOUGLASS, AN AMERICAN SLAVE, Douglass, Frederick

THE AUTOBIOGRAPHY OF W.E.B. DUBOIS, Burghardt
COLOR & DEMOCRACY: COLONIES & PEACE, Harcourt, Brace and Co.
SLAVERY, Elkins
THE NEGRO AMERICAN, Fishel, Quarles
THE CIVIL RIGHTS READER, Friedman
THE MYTH OF THE NEGRO PAST, Herskovits
FAMOUS AMERICAN NEGROES, Hughes
SLAVERY DEFENDED, McKitrick
AMERICAN NEGRO SLAVERY, Phillips
LIFE AND LABOR IN THE OLD SOUTH, Little, Brown & Co.
THE NEGRO ALMANAC, Ploski
THE PECULIAR INSTITUTION, Stampp
THE CONFESSIONS OF NAT TURNER, Styron, W.
FREEDOM NOW! THE CIVIL RIGHTS STRUGGLE IN AMERICA, Westin
CAPITALISM AND SLAVERY, Williams, E.
THE NEGRO IN AMERICAN LIFE, Wade
THE NEGRO STRUGGLE FOR EQUALITY IN THE 20TH CENTURY, Ames
EYE WITNESS: THE NEGRO IN AMERICAN HISTORY, Katz
BEFORE THE MAYFLOWER: 1964 Edition (Paperback), Bennett, Jr., Lerone
PIONEERS IN PROTEST, Bennett, Jr., Lerone
BLACK HISTORY: A REAPPRAISAL, Drimmer, Melvin
THE KENNEDY YEARS AND THE NEGRO, Saunders, Doris E.
THE KENNEDY YEARS AND THE NEGRO (Paperback), Saunders, Doris E.
AFRICA IN PERSPECTIVE (Paperback), Singleton & Shingler
TO BE FREE: PIONEERING STUDIES IN AFRO-AMERICAN HISTORY, Aptheker, Herbert
DARK GHETTO, Clark
REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS, Kerner
DEATH AT AN EARLY AGE, Kozol
ANY PLACE BUT HERE, Bontemps & Conroy
W.E.B. DUBOIS: NEGRO LEADER IN A TIME OF CRISIS, Broderik
THE SOULS OF BLACK FOLK, DuBois
CRISIS IN BLACK & WHITE, Silberman
THE NEGRO IN AMERICA, Rose
BLACK HEROES IN OUR NATION'S HISTORY, Drtoning
BLACK RAGE, Grier & Cobbs
STRIDE TOWARD FREEDOM, Martin Luther King
WHY WE CAN'T WAIT, Martin Luther King
WHERE DO WE GO FROM HERE, Martin Luther King
BLACK POWER, Stokeley Carmichal & Hamilton
THE MAN, Wallace
THE STORY OF THE NEGRO, Bonatemps
BLACK HEROS IN WORLD HISTORY, Albert Lithuli, Bantam
DIE, NIGGER, DIE, Rap Brown
CHRONICLES OF BLACK PROTEST, C. E. Lincoln, Menter
THE BLACK PANTHERS
THE BLACK MOSLEMS IN AMERICA, Lincoln
BEYOND THE MELTING POT, Moynihan and Glazer
THE NEGRO AMERICAN, Parson, Talcott, Clark
A PROFILE OF THE NEGRO AMERICAN, Pettigrew
THE MOYNIHAN REPORT AND THE POLITICS OF CONTROVERSY, Rainwater
EMPLOYMENT, RACE, AND POVERTY, Ross, Hill
CRISIS IN BLACK AND WHITE, Silberman
NEGROES IN THE CITIES, Taeuber, Karl and Alma Taeuber
WHO SPEAKS FOR THE NEGRO?, Warren
NEGRO POLITICS: THE SEARCH FOR LEADERSHIP, Wilson
TO BE EQUAL, Young
THE NEGRO IN AMERICA, Scott
THE STRANGE CAREER OF JIM CROW, Woodward
EARLY AMERICAN VARIES ON NEGRO SLAVERY, Mellon
UP FROM SLAVERY, Washington
UNCLE TOM'S CABIN, Stowe
THE ME NOBODY KNOWS, Joseph

BLACK NATIONALISM, Essien-Udons
THE NEGRO'S CIVIL WAR – HOW AMERICAN NEGROES FELT AND ACTED DURING THE WAR IN THE UNION, McPherson
MR. KENNEDY AND THE NEGROES, Golden
WHAT DIRECTION FOR THE NEGRO IN AMERICA, Feder
KIT – BLACK AND WHITE AMERICA, Time Education Program, Rockefeller Center, N.Y., N.Y. 10020
BLACK LIKE ME
THE INVISIBLE MAN
TO KILL A MOCKINGBIRD
GUESS WHO'S COMING TO DINNER
HEAT OF THE NIGHT
THE GREAT WHITE HOPE
WHEN THE RAIN CLOUDS GATHER, Bessie Head, Simon & Schuster, $4.95
TALES, Jones, LeRoi
THE MAN WHO CRIED I AM, Williams, John A.
CONFRONTATION: BLACK AND WHITE (Paperback), Bennett, Jr., Lerone
THE NEGRO MOOD, Bennett, Jr., Lerone
WHITE PROBLEM IN AMERICA, Editors of EBONY
BLACK SKIN WHITE MASKS, Fanon, Frantz
THE SHADOW THAT SCARES ME, Gregory, Dick
BLACK POLITICAL POWER IN AMERICA, Stone, Chuck
NEGRO FIRSTS IN SPORTS, A. S. "Doc" Young
WHAT MANNER OF MAN (Paperback), Bennett, Jr., Lerone
THE LAST YEAR OF MALCOLM X (Paperback), Breitman, George
BLACK MAN IN RED RUSSIA, Smith, Homer
BLACK VICTORY (Carl Stokes and the winning of Cleveland), Weinberg, Kenneth G.
SONNY LISTON: THE CHAMP NOBODY WANTED (Paperback), A. S. "Doc" Young
THE AUTOBIOGRAPHY OF MALCOLM X (Paperback), With the assistance of Alex Haley
MALCOLM X SPEAKS: SELECTED SPEECHES AND STATEMENTS (Paperback)
BLACK HISTORY or BLACK MYTHOLOGY, Peter Chev, American Heritage, Aug., 1969, Vol. XX, No. 5

B. Films:
BLACK/WHITE, UP TIGHT
NEGRO SLAVERY, McGraw Hill

C. Sound Filmstrips:
MEN OF THOUGHT, MEN OF ACTION
THE SLAVERY QUESTION
THEY HAVE OVERCOME
RIGHT FACE, LEFT FACE (1 part deals with CORE)
THE KU KLUX KLAN

D. Simulation Games:
GHETTO, Interact, $10.00
SUNSHINE, Interact, $10.00
BLACKS AND WHITES, School Service, $7.00
DIGNITY, Friendship Press, $4.95

VI. TEACHERS' RESOURCES

TEACHER'S GUIDE TO AMERICAN NEGRO HISTORY, Katz
FROM SLAVERY TO FREEDOM, Franklin
THE SELECTED WRITINGS OF W.E.B. DUBOIS, ed. Wilson

VII. COURSE OUTLINE AND SUGGESTED APPROACHES

Week 1

Objectives: To develop in the students a reality of present race relations in the U.S.

Discussions:

1. Prejudice
2. Discrimination
3. W.A.S.P. philosophy
4. Segregation
   a. De jure
   b. De facto
5. Introduce the historical events of the past leading to the present

Film: "Black/White, Up Tight"

Learning Experience: To understand the past, a conscious reality of the present is necessary.

Activities: Library day. Find and write up a two page periodical report relating to present day race relations.

Week 2

Objectives: To develop an awareness that any nationality or racial group must identify with a past culture to feel that they are a contributing member to a new society and culture.

Discussions:

1. A brief study of great African civilizations

   a. Ghana
   b. Mali
   c. Songhay
   d. Ethiopian rule of the Egyptian empire

2. Cultural past found in early Black societies
   a. Religion
   b. The family
   c. The arts

Activities: Assign nine week project work. This assignment will vary from quarter to quarter.

Reading assignment: "Before the Mayflower," chapter 2, pp. 29-47.

Week 3

Objectives:

1. To develop in the students an awareness of the history of slavery.
2. To study the reasons leading up to the African Slave trade to the Western Hemisphere.

Discussions:

1. Historical, social, political, and economic impact of slavery.
2. The beginnings of slavery as an institution in English Colonial America.
   a. Need for a labor force
   b. Triangular trade routes
   c. Why the Black
   d. Indentured servitude vs. a doctrine of slavery
   e. Slavery

Activities: Library day to work on previously assigned quarter projects. Test on work done in previous three weeks. Begin the sound film strip series--"Men of Thought, Men of Action," Unit 1 1730-1800.

Reading assignment: "Before the Mayflower," chapter 3, pp. 70-95

Week 4 Objectives:

1. To bring a realization of the Black contributions prior to and during the U.S. struggle for independence.
2. To realize the beginning of a Black U.S. history as a major past chapter(s) in our conventional U.S. History.

Discussions:

1. The relationship of the Black society in the formulation of:
   a. Declaration of Independence
   b. Constitution
   c. Doctrine of Slavery
   d. Beginnings of the split in our American society over the doctrine of slavery
      1) Slavery becomes a moral issue
      2) Abolitionists movements
      3) Separation movements

Activities:

Library day - project work
Film strip series, Unit 2, 1817-1874 – Slavery in a Free Society
Movie – McGraw Hill – "Negro Slavery"

Reading assignment: "Before the Mayflower," chapter 5, pp. 96-126

Week 5 Objectives:

To study the reasons that led to the Civil War

1. To study the philosophical conflict between the North and the South surrounding the slavery question
2. To study the laws of Congress prior to 1860 that either perpetuated or limited slavery as a social institution

Discussions:

1. Strict codes of slave control in the South as an outgrowth of insurrection
2. Slavery as an economic necessity in the South
3. Slavery becomes a moral issue in the North leading to abolitionist movements
4. Laws passed by Congress:
   a. Northwest ordinance
   b. Elimination of the slave trade by law
   c. Missouri Compromise
   d. Kansas/Nebraska Act
   e. Doctrine of Popular Sovereignty
   f. Compromise of 1850

Activities:

Library work day
Sound film strip – Unit 3, "The Slavery Question" part II 1847-1860

Reading assignment: "Before the Mayflower," chapter 6, The Generation Crisis, pp. 127-159

Week 6 Objectives:

1. To realize the effect and the contributions of the Black during the Civil War
2. To note the effect of the Emancipation Proclamation and its future relationship to modern U.S. history

Discussion:

1. The role of the Black during the Civil War
2. The Emancipation Proclamation
3. The effects of the war on Northerner's and Southerner's attitudes and thinking
4. The 13th, 14th, and 15th Amendments to the Constitution
5. The effect of Reconstruction upon the lives of the Freedmen and the Southern white
6. Freedman's Bureau
7. Development of white backlash
8. The ending of Reconstruction and the return to white supremacy

Activities:

Library day for project work
Sound film strip – "Men of Thought, Men of Action," Unit 4, "Free at Last," Part 1 - Civil War, Unit 5, "Free at Last," Part 2 – Reconstruction
Unit Test (2nd) Material covered to date

Reading assignment: "Before the Mayflower," chapter 7 "Negroes in the Civil War," chapter 8, "Black Power in Dixie," pp. 160-219

Week 7 Objectives:

1. To understand how Jim Crow was born and its lasting effect upon the Black
2. To compare the philosophy of how equality could be reached – using the teachings of Booker T. Washington and W.E.B. DuBois

Discussions:

1. Washington's patience philosophy
2. DuBois and the birth of the N.A.A.C.P.
3. Plessy/Ferguson decision and its impact upon the Black in America
4. Effects of the Industrial Revolution upon the Black community
5. The Great Migration
6. Development of the ghetto

Activities:

Last library day
Sound film strip – "Men of Thought, Men of Action," The Whole Man – Units 6 & 7, Part I & II, "Urbanization and the Color Line"

Reading assignment: "Before the Mayflower," chapter 9, "The Birth of Jim Crow," pp. 220-241, chapter 11, "Booker T. Washington to Martin Luther King," pp. 274-326

Week 8 Objectives:

1. To study the role of the Black in 20th century America
2. To realize techniques and methods employed by government and the civil rights leaders in striving to make the Melting Pot of Nations theory a reality

Discussions:

1. N.A.A.C.P. and instrumental Supreme Court decisions
2. Congressional legislation that effected civil rights
3. Black Power and militancy
4. Modern Black groups and their role in bringing about civil rights
5. Violence and its far reaching effects

Activities:

Sound film strip – 'Men of Thought, Men of Action," Unit 8, "Tides of Change" - 1915 to 1948, Unit 9, "Tides of Change" - 1950 to present

Reading assignment: "Before the Mayflower," chapter 12, "Bitter Harvest," pp. 327-354
9 week projects are due
Review for quarter final test

Week 9 — Final Test Week

Activities: — Final Test

Supplementary Activities:

Week 1: Hand out study guide listing famous Blacks and instrumental terms relating to events and happenings in Black history. 9-week project assigned (due beginning of week 8). Biographical sketches of famous Blacks in American history. Names taken from study guide list.
A Contract 50
B Contract 35
C Contract 25

Week 5: Round table discussions - each student will present in one or two minutes one of their biographical sketches of a famous black person. Discussion can follow (2 to 3 days)

Level 3-4-5

ANTHROPOLOGY/ARCHAEOLOGY 7413

I. COURSE DESCRIPTION

This course centers around the study of man in relation to his culture. The major emphasis will be a comparative study of the various aspects of a culture such as technology, economy, social structure, values and beliefs, concluding with a problematic study of the principles and methods of archaeology.

II. OBJECTIVES

A. The student will be able to read archaeological and anthropological studies of various cultural groups and understand the terminology used.
B. The student will become familiar with anthropological and archaeological methods and theories.
C. The student will understand the effect of culture on its individual members and will be able to analyze his own behavior patterns in relation to his culture.
D. The student will demonstrate by specific examples how man - and woman - have successfully coped with their environment.
E. The student will be able to objectively analyze in oral and written form a culture by researching each of the following cultural areas:
   1. Environment
   2. Technology
   3. Economy
   4. Social Structure
   5. Value System
   6. Belief System
F. Given accounts of two different cultural groups, the student will be able to hypothesize on the acculturation process which would occur if the two groups were combined.
G. Given information on an archaeological "dig," the student will be able to hypothetically recreate that past culture.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
THE NATURE OF ANTHROPOLOGY, Pelto
THE FOREST PEOPLE, Turnbull
DIGGING UP AMERICA, Hibben
GROWING UP IN NEW GUINEA, Mead
DIGGING UP THE PAST, Sir Leonard Woolley
ANTHROPOLOGY: CULTURAL PATTERNS & PROCESSES, A. L. Kraeber
THE TREE OF CULTURE, Ralph Linton
CULTURAL PATTERNS AND TECHNICAL CHANGES, Margaret Mead
PATTERNS OF CULTURE, Ruth Benedict
ANTHROPOLOGY, Samuel Rapport and Helen White, Ed.
AN INTRODUCTION TO ANTHROPOLOGY, Beals and Joijer
ARCHAEOLOGY, Walter Shepherd
THE SOURCE, Michener

B. Films:
THE FOSSIL STORY
EARLY STONE TOOLS
FOUR FAMILIES
MAJEMOSH
MYSTERY OF STONEHENGE
NANOOK OF THE NORTH
OLD ORDER AMISH
SILENT ONES (TOTEM POLES)
(All may be ordered from the U. of A.)

C. Records:
THE FOREST PEOPLE, Folk Records

D. Simulation Games:
ATLANTIS (Reconstruction utilizing artifacts of mythical or prehistoric city), Real World Learning, 134 Sunnydale Ave., San Carlos, Calif. 94070, $2.00
POTLACH (Cultural anthropology game treating the cultural exchange process), Anthropology Curriculum Study Project, 5632 Kimbark Ave., Chicago, Ill. 60639
DIG (A simulation in archaeology), Interact, P.O. Box 262, Lakeside, Calif. 92040

IV. REFERENCE BOOKS FOR TEACHERS

EXPLORING THE WAYS OF MANKIND, Goldschmidt

NOTE: This course at the discretion of the school could be two 9-week courses – one Anthropology and one Archaeology

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Introduction to Archaeology
1. Scope of archaeology
2. Modern man
3. Why does anyone dig?

B. The start of an excavation
1. The staff of an expedition - size, division of labor
2. The archaeologist as a digger
3. A basis for history

C. Work on a town site - case study
1. Dating process
2. Re-creating a palace
3. The value of reconstruction
4. Comparative methods

D. The use of archaeological material
   1. Assumption & analysis
   2 Progress by "grouping"
   3. Team work
   4. The building-up of history
   5. The excavator as historian
E. What anthropology is about
   1. Anthropology, biology, history
   2 Society and culture
   3. Anthropology and the social sciences
F. Language
   1. Principal speech families
   2. Permanence of language and race
   3. Relationship of language and culture
   4. Unconscious factors in language and culture changes
   5. Linguistic and cultural standards
G. The nature of culture
   1. What culture is
   2. Folkways and relativity of morals
   3. Molding the individual
   4. Values
   5. The idea of progress
H. Patterns - universal patterns
I. Cultural processes
   1. Invention – necessity, accident?
   2. Social acceptance
   3. Invention of institutions
J. Cultural changes
   1 Types of cultural changes
   2. Fashion changes
   3. Assimilation and uniformity
   4. Effects of cultural changes
K. Conclusion

Approach:

Short lectures, emphasis on class discussion and analyzation of the various aspects of culture, stressing the elimination of ethnocentrism. The aspects of culture are covered in the following order: technology; economy; social structure, family and groups; value system; and belief system. A test of the student's comprehension of this material is made by requiring him to submit a 15-20 page term paper analyzing a culture of his choice in terms of the above cultural aspects.

Archaeological methods and theories are covered by lecture and dittoed materials (geological "ages," scientific names and descriptions of man's "ancestors," maps of important archaeological finds, etc.). An application of the student's knowledge of archaeology is made through problem studies; for example, the students are given the artifacts found in a "dig" and the location of each. They then tell as much as they can about the culture, justifying their ideas.

Level 1-2-3

CRIMINOLOGY: THE TEENAGER AND THE LAW 7414

I. COURSE DESCRIPTION

Criminology is a course designed to inform students of all academic levels about the nature and the cause of crime, the economic costs and social wreckage associated with crime and juvenile delinquency, the laws and our legal system, with emphasis on Alaska State law and its relationship to our youth. The primary purpose of this course is to inform and inquire about the presence and interrelationship between crime, delinquency, and law in our society.

II. COURSE CONCEPTS

Status	Crime	Law	Society
Norms	Criminal	Legal System	Right & Wrong
Social Class	Attitudes	Behavior	Human Rights
Culture	Materialistic	Freedom	Institutions
Dignity	Responsibility	Disobedience	Citizen
Morality	Order	Punishment	Respect
Revenge	Discrimination		

III. GENERAL COURSE OBJECTIVES

A. The student will be able to understand the different levels of courts in Alaska and be able to compare and contrast these levels with each other.
B. Each student will be able to list and defend in group discussion at least six (6) Alaska State laws affecting youth.
C. Given hypothetical stories, each student will demonstrate his understanding of Alaska Law and its relationship to youth by evaluating the events of the story and in oral presentation and written examination express or list at least four (4) violations of Alaska State law.
D. Refering to lectures, class discussions and readings in the text book, each student will be able to list five (5) causes of crime and juvenile delinquency and defend or reject in oral and group written examination these causes as justified causes or mere excuses.
E. Given a list of crime statistics which include economic costs, percentage of crimes committed, age groups, and trends in crime, each student will be able to analyze and synthesize the given data and express in written examination the impact of crime on American society.
F. Given case studies, each student will be able to distinguish between civil law and criminal law.
G. Each student will be able to compare and contrast in written examination at least four (4) differences between the legal system under common law and our present system today.
H. Each student will be able to evaluate and list in oral examination at least four (4) effects that the Supreme Court decisions Kent v. U.S. and Gault v. U.S. had upon our legal system today.
I. Given a hypothetical society, each student should be able to set up a basic set of laws that would apply to it.
J. Given a list of suggested punishments for a convicted criminal, the student will be able to advocate and defend a just punishment for the crime in a written and/or oral examination.
K. Each student will express in written examination his concern about organized crime by listing and discussing at least four (4) means used by Organized Crime to limit the effectiveness of the U.S. Government.

IV. OPTIONAL BOOKS AND MATERIALS

A. Books:
DELINQUENTS AND CRIMINALS: THEIR SOCIAL WORLD, Helen MacGill Hughes
LEGAL GUIDE FOR ALASKA YOUTH, State Dept. of Education
CRIME AND JUVENILE DELINQUENCY, Gerald Leinwand
TEENAGERS AND THE LAW, John Paul Hanna
YOU AND THE LAW, Kiwanis International
DELINQUENCY TODAY, U.S. Dept. of Health, Education & Welfare
YOUTH AND THE LAW, Houghton Mifflin Company
LEGAL STATUS OF YOUNG ADULTS, Parnell Callahan 122

LAW AND THE CITY, Houghton Mifflin Co.
THE LAWSUIT, A.E.P. Public Issues Series
RIGHTS OF THE ACCUSED, A.E.P. Public Issues Series
CRIMES AND JUSTICE, Houghton Mifflin Co.
PRESIDENTS CRIME COMMISSION REPORT
CRIMINOLOGY, Robert G. Caldwell
OCCUPIED WITH CRIME, Sir Richard Jackson
Text on delinquency, SOCIOLOGICAL RESOURCES FOR SECONDARY SCHOOLS (SRSS), Allyn & Bacon

B. Simulation Games:

RAID (Game about problems and possible solution to organized crime--part police, public uses resources), ABT Assoc., 55 Wheeler, Cambridge, Mass.
TRIAL (Simulation of criminal trial), Creative Communications and Research

VI. COURSE OUTLINE AND SUGGESTED APPROACHES

Course Outline

A. Alaska youth and the law
   1. General liability of youth
   2. Specific laws affecting youth in Alaska – employment, school, vehicles, family-marriage, selective service, local ordinances
B. Juvenile delinquency
   1. Causes
   2. Effects
   3. Suggested solutions – escaping the web
C Juvenile courts
   1. Purpose
   2. Reform
D. General crime in America
   1. Causes - psychological, economic, environmental vs. heredity
   2 Effects
   3. Suggested solutions
   4. Organized Crime
E. Laws and our legal system
   1. Philosophy and background
   2. Enforcement & society
   3. Present sep. of law
   4. Laws dealing with relations between people
   5. Criminal law
   6. Reform
F. Punishment and correction
   1 Philosophy and background
   2. Capital punishment
   3 Rehabilitation
   4. Reform
G. Civic responsibility
   1. Responsibility as a citizen
   2. Civil disobedience
   3. Student responsibilities

Motivation Techniques

Role Playing
Community Surveys
Field Trips
Speakers
Simulation Games
Class and Group Discussion

OCCUPATIONAL GUIDANCE 7415

I. COURSE DESCRIPTION

The course is designed to acquaint the student with the world of work and to provide him with sufficient information to make an informed choice of a vocation or a career. The following areas will be considered during the nine-week period: Understanding the world of work; learning about yourself; how to find a job; educational and training opportunities available.

II. OBJECTIVES

A Student should be able to list six basic attitudes of today's work-world after completing this course.
B. Students should be able to state orally 20 new occupations after completing this course.
C. Students should be able to determine the occupations which will require two or more years of advance study.
D. Students should be able to list three courses that they, as 11th or 12th graders, should take in order to prepare for work while in school.
E. Students will be able to list a minimum of ten permanent records containing informational items they will need for their life.
F. Students will gain experience in this class which will aid them in self-evaluation of their occupational interests.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

PATHWAY TO YOUR FUTURE: THE JOB, RESUME, & LETTER OF APPLICATION, Adler, K.
HOW TO GO ABOUT GETTING A JOB WITH A FUTURE, Biegeleisen, J.I.
PLANNING YOUR CAREER, Calvert, R. & Steele, J.
CAREERS FOR YOU, Ferrari, E. P.
PROFESSIONS IN AMERICA, Lynn, K. S.
CAREER GUIDES FOR YOUNG PEOPLE, Moore, M. F.
Note: Would suggest the teacher and the guidance personnel review the materials they have in each building prior to the selection of materials to be used in the course.

B. Films and Filmstrips:

XF4	CAREER: MEDICAL TECHNOLOGIST
F790	I NEVER WENT BACK
FS2023M	COMMUNITY COLLEGES & TECHNICAL INSTITUTES
F161	CHOOSING YOUR OCCUPATION
FS2604	PREPARING FOR THE WORLD OF WORK
KF9	VIEW FROM THE MOUNTAIN
F1044	GOING PLACES
FS	THE TEACHER AND PUBLIC RELATIONS
FS822	MAKING TEACHING EFFECTIVE
XFS3	PREPARING FOR THE JOB OF THE 70'S
SFS5	WHAT YOU SHOULD KNOW BEFORE YOU GO TO WORK
XFS6	AN OVERVIEW OF TECHNICAL EDUCATION
XFS35	CAREERS IN SCHOOL FOOD SERVICE
XFS36	GETTING & KEEPING YOUR FIRST JOB
XFS37	PREPARING FOR THE WORLD OF WORK
XFS40	YOUR JOB INTERVIEW
XFS41	JOBS FOR HIGH SCHOOL STUDENTS
XFS53	A NEW LOOK AT HOME ECONOMICS CAREER
XFS54	ENGINEERING TECHNOLOGY

Note: Teachers should rely heavily on local resource people in each field.

C. Simulation Games:
LIFE CAREER (Simulates certain features of "labor," "education," and "marriage"), School Services, $35.00

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

Note: Schools may permit counselors to teach this course.

A. Learning about yourself
   1. Tests
      a. Interests
      b. Aptitudes
   2. Student's past experiences
      a. In school
      b. On the job
      c. In the community
   3. Student's interests
      a. Likes
      b. Dislikes
   4. Student's education
      a. Does it require a high school education?
      b. Does it require post high school training?
   5. Colleges - financing college education

B. Understanding the world of work
   1. Occupational groupings (43,000 different jobs to choose from) – Exploration of different jobs
   2. Factors required to perform different kinds of work
      a. Training time
      b. Aptitudes
      c. Temperaments
      d. Interests
      e. Physical capacities
      f. Working conditions
      g. Financing
      h. Others
   3. Analyzing current trends
      a. Bright future jobs
      b. Status quo jobs
      c. Dead end jobs
   4. Using the Dictionary of Occupational Title
      a. Individual basis
      b. Group work - SRA unit? or a programmed learning kit (Civil Service)

C. Preparation for a job interview – Suggest use of tapes
   1. Why do you want the job?
   2. What courses did you like best?
   3. Why did you choose this particular field of work?
   4. Where do you hope to be five or ten years from now?
   5. Do you plan to continue your education?

D. Educational and training programs and opportunities
   1. Civil Service
   2. In the Military
   3. New fields for women
   4. Labor & apprentice programs – Which ones available? How to get positions?

E. Working out a flexible vocational plan
   1. Specific attitudes needed
      a. Social attitudes
      b. Personal attitudes
   2. Specific training needed
      a. High School – College
      b. Specialized training

PHILOSOPHY 7416

I. COURSE DESCRIPTION

This course is designed to expose the senior student to the writings from various schools, periods and fields of philosophy. There are numerous sessions of discussing the basic problems of a philosophical nature: nature of the universe, theories of knowledge, truth, justice, etc. The course should also center around the student and his thoughts concerning good and evil, politics, beauty, logic, and the supernatural.

II. OBJECTIVES

A. To acquaint students with the fields of philosophy and the basic question of each.
B. To develop the ability to understand traditional forms of philosophical expression.
C. To assist the student to think critically about himself and his place in the universe.
D. To augment training to date on the use of reason in problem solving.
E. Through the examination of his own thoughts and those of the great thinkers, the student should question many of his previous ideas and see them in a new perspective. This should lead him to a more intelligent view of life and himself.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:
THE STORY OF PHILOSOPHY, Durant, W. (Suggested text)
FROM PLATO TO NIETZSCHE, Allen, E. L. (Good) (Suggested text)
PHILOSOPHY, Joad, C.
PHILOSOPHICAL INTERROGATIONS, Rome, B.
TREASURY OF PHILOSOPHY, Runes, D.
THE REPUBLIC, Plato
B. Simulation Games:
WIFF'N PROOF (Game of logic, abstract thinking), Wiff'n Proof Publishers, Box 71, New Haven, Conn. 06501, $8.00

IV. TEACHERS' REFERENCES

GREAT BOOKS, HARVARD CLASSICS

V. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Philosophy an introduction
1. Meaning of philosophy
2. Uses of philosophy
B. The World's Great Philosophers
1. Plato
2. Aristotle and Greek Science
3. Francis Bacon
4. Spinoza
5. Voltaire and French enlightenment
6 Immanuel Kant and German idealism
7. Schorenhauer
8. Herbert Spencer
9. Nietzche
10. Bertrand Russell
11. Others
C. Impact of philosophy on the world of today
D. Possible approaches
1. Lectures on scope of various fields of philosophy
2. Survey of development of schools of thought through small group efforts
3. Individual reports on particular philosophies and their distinctive contribution
4. Discussion of the major questions and attempted analysis of the various viewpoints
5. Essays on topics of interests: i.e., How I know, What is truth?; A Matter of Morals (Case)
6. Have students consider the presence or absence of logic in sample materials (cartoon, Buchwald, puzzles, etc.)
7. One day a week might be set aside for individual analysis and meditation on ideas and concepts which are of immediate importance to the student

CONTEMPORARY PROBLEMS 7417

I. COURSE DESCRIPTION

This course is especially designed for those students who are interested in the problems facing their community, their nation, and the world today. The course may cover, but is not limited to, such topics as: environment, population control, world disarmament, war on hunger, the space program, law and order, the right of dissent, problems of cities, unionism, energy sources, international relations. The approach will be a combination of group and individual research and effort. Major emphasis will be placed on the present and the future with little or no study of the past. The object of this course is to become familiar with some of the problems that beset our planet earth, to discuss these problems, and to hypothesize some viable solutions.

II. OBJECTIVES

A. The student will develop the ability to research topics of his interest.
B. The student will develop the ability to discuss topical problems with his peers.
C. The student will learn to appreciate other's views.
D. The student will develop the ability to analyze what he reads and to critically examine current approaches or lack of approaches in solving problems.
E. The student will learn how to gather data and how to relate these data with current problems.
F. The student will become familiar with current sources of information such as magazines, newspapers, books, and other media.
G. The student will be encouraged to become involved in community action.

III. OPTIONAL BOOKS AND MATERIALS

A. Magazines and Newspapers:
TIME
NEWSWEEK
U.S. NEWS & WORLD REPORT
NATIONAL OBSERVER
CHRISTIAN SCIENCE MONITOR
MANCHESTER GUARDIAN
ANCHORAGE DAILY TIMES
ANCHORAGE DAILY NEWS
TUNDRA TIMES
ALASKA MAGAZINE
GREAT DECISIONS, 1969, 1970, 1971

B. Films:
F1045 THE UPROOTED NATION (22 min., color) gr. 10-College
F232 EXPANDING WORLD RELATIONSHIPS (11 min., color) gr. 6-12
F844 GLOBAL STRUGGLE FOR FOOD (28 min., b/w) United Nations Film
MAN ALIVE (25 min., b/w) United Nations Film
THE SECRET HUNGER (27 min., b/w) United Nations Film
NO OTHER CHOICE (17 min., b/w) United Nations Film
THE AWAKENING (28 min., b/w) United Nations Film
CONFORMITY, Sterling Movies
SAGA OF WESTERN MAN, 1964
THE SKY ABOVE, THE MUD BELOW, Pictures, Inc.
WEBSTER GROVES, McGraw-Hill

C. Books:
YOUNG PEOPLE AND DRINKING: THE USE AND ABUSE OF ALCOHOL, Cain, Dr. Arthur H.
KIDS, CRIME AND CHAOS, Tudley, Raul
THE OUTSIDERS, Hinton, S. F.
GROWING UP ABSURD, Goodman, Paul

D. Simulation Games:
GHETTO (Problems of ghetto), School Services, $24.00
TODAY, Current Events Game, $30.00
SUNSHINE: A SIMULATION OF CURRENT RACIAL PROBLEMS IN A TYPICAL AMERICAN CITY, Interact, $10.00
MISSION: A SIMULATION OF OUR INVOLVEMENT IN VIETNAM, Interact, $10.00
PROPAGANDA, Wiff'n Proof Publishers, Box 71, New Haven, Conn. 06501, $6.00

IV. COURSE OUTLINE AND SUGGESTED APPROACHES

A. Possible organizational patterns
1. Three basic areas of research, using four days per week; one day given to current events, group working as one
2. Three to five areas of research done during a three week period by small groups with a common time for presentation of findings
3. Working entire period on one problem of deep interest to the group in the area of e.g., cities, pollution, with a solid group project as the goal; time set aside for keeping abreast of current crises

B. Each student take one problem area as an individualized project; manner of procedure, and/or presentation should be commonly agreed

C. Sample plan or outline
1. The war on hunger: how can it be won?
   a. Possibility of catastrophe
   b. Politics of food--significance to future course of world politics
   c. Where famine stalks
   d. Barriers to development
   e. The issue: survival
2. Can population be controlled?
   a. The human explosion--how much help
   b. The family planning success story

D. Supplemental matter
1. Periodic library research
2. Oral presentations, e.g. panel
3. Written projects, opinionized and documented

Level 1-2-3-4-5

ENVIRONMENTAL STUDIES 7420

I. COURSE DESCRIPTION

Environmental Studies is predicated on the idea that man is threatening the survival of the life-systems of our planet. It emphasizes the need to conserve our natural environment, and to preserve areas in their nature state for recreation and esthetic purposes. Primarily, this course hopes to encourage an attitudinal change in the students. The wholeness and interrelationships of existence is most important. Man is not alone and cannot do what he wishes. He is not above nature, but part of it. This approach must be interdisciplinary: The time for scientific detachment and compartmentalization is over.

II. OBJECTIVES

A. To gain an understanding of man's role in his universe.
B. To make the student aware of the multitudinous dangers of our present life-style and whenever possible offer alternatives that offer hope for developing a new life-style consistent with the survival of the life-support system of our planet.
C. To bring about an attitudinal change in which the students feel to the depths of their souls man's impact and role in the wholeness and interrelationship of existence.
D. To understand the relationship between population, pollution, and the environment.
E. To understand the differences between a conservationist and a preservationist.
F. To learn an esthetic appreciation for life and continuous creation as evidenced in our natural world.

III. OPTIONAL BOOKS AND MATERIALS

A. Books:

ALASKA, CHALLENGE IN CONSERVATION, Cooley
MOMENT IN THE SUN, Rienow
IT'S YOUR LAND, BLM
OUR POLLUTED WORLD, AEP Unit Book
THE QUIET CRISIS, Stewart Udall (Holt, Rinehart and Winston)
THE AMERICAN ENVIRONMENT, READINGS IN THE HISTORY OF CONSERVATION, Roderick Nash (Addison-Wesley)
CONCEPTS OF ECOLOGY, Edward J. Kormondy (Prentice-Hall)
THE GREAT CHAIN OF LIFE, Joseph Wood Krutch (Pyramid Books)
ECOLOGY, Eugene P. Odum (Holt, Rinehart and Winston)
DOWNSTREAM, John Bardach (Harper and Row)
THE SUBVERSIVE SCIENCE: ESSAYS TOWARD AN ECOLOGY OF MAN, ed. Paul Shepard and Daniel McKinley (Houghton-Mifflin)
READINGS IN CONSERVATION ECOLOGY, ed. by George W. Cox (Appleton-Century-Crifts)
CONTROLLING POLLUTION: THE ECONOMICS OF A CLEANER ENVIRONMENT, Marshall I. Goldman (Prentice-Hall)
EARTH DAY – THE BEGINNING, Stephen Cotton, ed., (Bantam Books)
THE CRISIS OF SURVIVAL, Odum et. al., (Scott, Foresman & Co.)
SILENT SPRING, Rachel Carson (Houghton-Mifflin)
SCIENCE AND SURVIVAL, Barry Commoner (Ballantine)
THE POPULATION BOMB, Paul Ehrlich (Ballantine)
THE FRAIL OCEAN, Wesley Marx (Ballantine-Sierra Club)
THE BIOLOGICAL TIME BOMB, Rattray G. Taylor (World Publishing Co.)
THE LAST LANDSCAPE, William H. Whyte (Doubleday)
THE UNCLEAN SKY, Lewis J. Battan (Anchor Books)
AIR POLLUTION, A. C. Stern (Academic Press)
ENVIRONMENTAL SANITATION, Salvato and Litchfield (John Wiley and Sons)
SST/ AND SONIC BOOM HANDBOOK, W. A. Shurcliff (Ballantine-Friends of the Earth)
NOISE AND SOCIETY, M. Rodda (W. A. Benjamin)
FAMINE NINETEEN SEVENTY-FIVE, W. Paddock (Little, Brown)
THE HUNGRY PLANET, G. Borgstrom (Collier)
RADIATION: WHAT IT IS AND HOW IT AFFECTS YOU, Schubert & Lapp (Viking)

OUR MISTREATED WORLD: CASE STUDIES OF MAN'S PILLAGING OF NATURE, ed. Wall Street Journal
THE POPULATION DILEMMA, Philip M. Hauser
THE ECOLOGICAL CONSCIENCE: VALUES FOR SURVIVAL, ed. Robert Disch (Spectrum)
THE ENVIRONMENT, ed. Fortune Magazine (Harper and Row)
THE USER'S GUIDE TO THE PROTECTION OF THE ENVIRONMENT, P. Swatek (Ballantine)
ECO-CATASTROPHE, ed. Ramparts Magazine (Canfield Press)
POPULATION AND PEOPLE, Edward G. Stockwell (Quadrangle)
NUCLEAR DILEMMA, Gene Bryerton (Ballantine)
VANISHING AIR, Ralph Nader Report
ENVIRONMENTAL CRISIS, ed. Harold W. Helfrich, Jr. (Yale Univ. Press)
A WILDERNESS BILL OF RIGHTS, William O. Douglas (Little Brown)
BEYOND THE AUTOMOBILE: RESHAPING THE TRANSPORTATION ENVIRONMENT, Tabor Stone (Spectrum)

B. Films:
MAGNIFICENCE
SO LITTLE TIME
ARCTIC WILDLIFE RANGE
BRISTOL BAY STORY
THE SNOW PEOPLE
SKI TOURING ALASKA STYLE
ALONE IN THE MIDST OF THE LAND
HERITAGE OF SPLENDOR
ARK
CRY OF THE MARSH
THE GIFTS

C Filmstrips:
CRISIS OF THE ENVIRONMENT, N. Y. Times (Sound)
SQUANDERED RESOURCES, N. Y. Times (Sound)
ECOLOGY, Current Affairs (Sound)
ENVIRONMENTAL POLLUTION

D. Simulation Games:
BALANCE (Simulation of short-range economic goals vs. long-term environmental goals), Interact
SMOG, Urban Systems, $10.00
DIRTY WATER, Educational PRODUCTS Div., P.O. Box 4762, Clinton, Iowa 52732, $7.00

E. Speakers:
Forest Service, Department of Interior, Oil Companies, Fish and Game Department, Commercial Fisheries, Greater Anchorage Borough

IV. COURSE OUTLINE

A. Appreciation of our natural environment and of the ecological balance
   1. Case studies of plants--what scientists, poets, musicians and artists have said about them, and how you see them
      a. Trees
      b. Flowers
      c. Your choice
   2. Select animals for observation--in real life and what others have said about them
B. Change as a constant process
   1. Natural
   2. Man-made
C. Threats to our environment, and possible solutions
   1. Air pollution
   2. Water pollution
   3. Noise pollution
   4. People pollution

V. SUGGESTED APPROACHES

Prepared lectures
Outside speakers
Class discussions
Assigned readings
Topographic map exercises
Map construction project

After evaluating how man has misused his environment in the past the student should become aware of ways in which he can safeguard it in the future.

Following a field trip to Turnagain Pass, the student should have a better appreciation for esthetic values of the wilderness.

After reading assigned materials and hearing three or four selected speakers, the student should be able to determine where recreation lands and wilderness areas should be selected from the "public domain."

The student should be able to define watersheds on a topographic map, after going through certain exercises with topographic maps.

Given the definition of a conservationist and preservationist, and after discussing different people positions, the student should be able to determine what he is.

Level 4-5

SOCIAL STUDIES INDEPENDENT STUDY PROGRAM 7421

The Social Studies Curriculum Committee of the ABSD has established a program in Independent Study for students who have the self-discipline and interest for work in directions of their own choice and programs of their own design. Independent Study promotes self-reliance, initiative and intense inquiry without a structured classroom situation. It is available to any student who can find a faculty member who will agree to advise the student in his proposed project.

Independent Study for credit must be initiated by the student himself. He should decide on a program to follow for himself, and write a project proposal which will include these points:

1. a detailed outline or description of the work to be done and the goals to be achieved;
2. an indication of what the student hopes to accomplish as a result of working on a particular project;
3. an assessment of his ability to work on his own without constant supervision; and
4. a list or designation of sources for materials to be used.

After the student has developed a project proposal, he should select a faculty sponsor in the Social Studies Department who will advise him for the time required by the project(s), and present the proposal to the sponsor for consideration and, perhaps, joint modification. The application and project proposal must be given to the sponsor PRIOR to the quarter the student wishes credit for an Independent Study project and before the deadline designated for faculty committee consideration.

The faculty sponsor and applicant should agree upon:

1. a time for their weekly conferences and review of accomplishments;
2. the actual role of the sponsor in relation to the project proposed - to advise, organize, etc.; and
3. the method of evaluation for the project.

Attendance procedures will be determined in conference with the faculty sponsor. Students will be notified before the beginning of the new quarter whether or not their Independent Study Project Proposals have been accepted for credit by the department, providing they have filled out the proper application forms and presented them to the Social Studies Department by the designated time.

APPLICATION FOR INDEPENDENT STUDY

(Suggested Form)

Date _____

Name _____ Year in school _____

Area of proposed study in Social Studies: _____

Previous courses or experience relating to this area: _____

_____

Have you had Independent Study before? _____

How much (average) time do you currently spend on class assignments per night?

_____

In what extra-curricular activities do you participate? _____

_____

_____

Estimated time spent in extra-curricular activities per week: _____

_____

Do you enjoy interpreting new material for yourself as opposed to class learning?

Explain: _____

_____

What areas of extra-curricular reading give you the most pleasure? _____

_____

Would you be willing to extend your school day in order to pursue this study if there were no other way? _____

Please give other information regarding your background and capacity to benefit from Independent Study which might be helpful to the faculty committee who must give their approval to your application:

_____

_____

Attach to this application a copy of your Independent Study Project Proposal and your present class schedule. Present this in entirety to your faculty sponsor for consideration and signature. Return to the Social Studies Department by the designated date.

_____

Signature of Applicant